Graduate Curriculum Committee

Minutes

February 8, 2024
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the January Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

There are no updates to present at this time.

III. Course Change Proposals: The following proposals are newly requested revisions to existing courses already within the current course catalog in curriculum inventory. The changes requested are listed below each of the proposals.

COP – Pharmacotherapy and Translational Research

1. PHA 6137   *Clinical Pharmacogenomics Implementations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19464

   Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

IV. New 5XXX Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

There are no 5XXX courses to present at this time.

V. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

MED – Health Outcomes and Biomedical Informatics

1. GMS 6XXX   *Foundations of Programming in Biomedical Studies*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19000

   Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

PHHP – Health Services Research, Management and Policy

2. PHC 6XXX   *Social Stratification and Health*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19472

   Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

CLAS – Religion

3. RLG 5XXX   *Ethics after the Holocaust*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/17631

   Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

HHP – Sport Management

4. SPM 6XXX   *The Racquets Directorship*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18965

   Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

5. SPM 7XXX   *Theories in Sport Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19359

   Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

VI.   Information Items:

1. ANG 6186 Seminar in Archeology – 19108 – Change maximum repeatable credit
2. CAP 6137 Malware Reverse Engineering – 18233 – Change pre- and co- requisites
3. COP 5536 Advanced Data Structures – 18232 – Change prerequisites
4. GMS 6421 Cell Biology – 19379 – Change Variable Credit
5. MAE 6313 Problem Solving in School Mathematics – 19097 – Change course description

Graduate Curriculum Committee

Agenda

March 14, 2024
Meeting Materials

Voting Conducted
via Mail-Vote

I. Presentation and review of the Minutes from the February Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

There are no updates to present at this time.

III. Course Change Proposals: The following proposals are newly requested revisions to existing courses already within the current course catalog in curriculum inventory. The changes requested are listed below each of the proposals.

PHHP – Public Health

1. HSA 6855   *Internship in Health Administration*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19606

   This is a request to change the credit hours from 5 to 1.

IV. New 5XXX Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

There are no 5XXX courses to present at this time.

V.   New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

ENG – Mechanical & Aerospace Engineering

1. EAS 6XXX   *Advanced Astrodynamics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19418

   Rigorous analysis of spacecraft motion using different dynamic models and perturbation methods. Development of analytical and computational tools to solve problems in astrodynamics.

2. EAS 6XXX   *Robust and Adaptive Control for Aerospace Systems*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19425

   Modern robust, optimal, and adaptive control theories that address flight control challenges for aerospace systems. Topics include robust servomechanism design, linear quadratic methods, optimal observer-based feedback, loop transfer recovery, multivariable frequency domain analysis, and guidance fundamentals.

3. EAS 6XXX   *Spacecraft Attitude Dynamics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19417

   Rigorous development of theoretical concepts, analytical, mathematical procedures, and methods associated with defining, determining, and controlling the attitude of a spacecraft.

MED – Health Outcomes and Biomedical Informatics

4. GMS 6XXX   *Qualitative Inquiry and Analysis in Intervention Development and Implementation*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19587

   This course is targeted to graduate students whose training and research goals center on developing and implementing evidence-informed interventions. Students will learn about qualitative methodology in intervention design and implementation science. The course will be hands-on with lab or field activities, with a focus on approaches to thematic analysis (e.g., rapid analysis for implementation refinement; inductive analysis for sociocultural tailoring of interventions)

PHHP – Public Health

5. HSA 7XXX   *Introduction to Health Services Research Methods I*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18749

   Health Services Research (HSR) Methods I introduces students to the fundamentals of methodologies that are commonly used in HSR, with topics that include the following: study conceptualization, development of research question, study design and its implication for analysis, fundamentals of data cleaning, management, and analysis, and result interpretation and communication.

COP – Medicinal Chemistry

6. PHA 6XXX   *Advanced Applications in DNA*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19590

Advanced Applications in DNA would further explore advanced techniques in DNA analysis such as: advanced sampling techniques, Y-STR analysis, high throughput screening, Next Generation Sequencing (NGS), single nucleotide polymorphisms (SNPs) analysis, mitochondrial DNA, touch DNA, automation, and other new technologies relevant to forensic DNA analysis.

7. PHA 6XXX   *Applied Statistics for Data Analysis*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19609

Familiarize students with the procedures for using WWW resources for communication and educational purposes and to introduce students to the basic principles, concepts and terminology utilized in statistics.

COP – Pharmacotherapy and Translational Research

8. PHA 6XXX   *Forensic Anthropology I*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19386

Introduce the basic knowledge of human anatomy and osteology, including human remains recovery and laboratory processes that are required of a forensic anthropologist. Each module will substitute the hands-on experience typically found in a laboratory setting by presenting carefully selected photographs and illustrated materials that will familiarize students with the practice of the discipline.

9. PHA 6XXX   *Precision Med & Pharmacogenomics Capstone*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19470

This graduate capstone course represents the pinnacle of learning. Students are expected to recall information, synthesize their knowledge acquired throughout their course of study, and apply it in a comprehensive written final examination. The final summative assessment is designed to demonstrate mastery of the program's content.

COP – Medicinal Chemistry

10. PHA 6XXX   *Principles of Drug Action & Development I*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19403

Students will be able to comprehensively describe drug classes discussed in this course which will enable them to effectively communicate with other scientists, medical professionals, and management during the drug development process.

11. PHA 6XXX   *Principles of Drug Action & Development II*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19402

Learn how to predict the solubilities, structure-activity relationships, basic synthesis routes for selected structures, metabolism and pharmacological activity/potency of drug classes and individual members of classes based on the contribution of their functional groups to their structures. Antidiabetics, anticonvulsants, H1 and H2 antagonists, analgesics, nonsteroidal antiinflammatory drugs, hormones, antibiotics, antiviral agents, and antineoplastic agents are covered.

12. PHA 6XXX   *The Toxicology of Licit & Illicit Drugs of Abuse*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19389

    Recognizing the symptoms of toxidromes early, providing adequate intervention and treatment to the patient, and ensuring the safety of those delivering care are critical components of this course. Following a brief recap of the basics of medical toxicology and toxidromes, the course will focus on the different classes of drugs, their commonly encountered abuse, treatment approaches, and legal components such as drug testing.

CALS – Wildlife Ecology and Conservation

13. WIS 6XXX   *Stakeholder Engagement in Natural Resources*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19467

    This course introduces the concept of stakeholders and builds understanding of diverse perspectives of people that affect or are affected by natural resource decisions. The course also provides students with a variety of tools to engage with communities/groups for effective decision-making.

CLAS – Women's Studies

14. WST 6XXX   *Girlhood Studies*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19511

    Critically examines the construction of girlhood through social, political, economic, and cultural frameworks. Uses materials and methodologies from various disciplines to explore diverse experiences, challenges, and identities of girls from global and intersectional perspective. Presents complex intersections of gender, age, race, class, sexuality, and ability across diverse cultural and geographical contexts.

15. WST 6XXX   *History of Women's Medicine*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19490

    Explores Western mainstream medicine (including psychology) and doctoring within the context of women's health during the nineteenth and twentieth centuries. Interdisciplinary approach appropriate for graduate students in various disciplines; course materials include primary and secondary texts from medicine, psychology, history, and gender studies.

VI.   Information Items:

1. CAP 5100 – 19027 – Change prerequisites
2. CAP 5108 – 19043 – Change prerequisites
3. CEN 5728 – 19042 – Change prerequisites
4. CNT 5517 – 19028 – Change prerequisites
5. EAS 6905 –19421 – Change course title, description, variable credit, and repeatable credit
6. ECO 6409 – 19588 – Change prerequisites
7. EGS 6940 – 19457 – Change to course title and description
8. ESI 6617 – 19013 – Change prerequisites
9. GMS 6895 – 19452 – Change prerequisites

Course|Modify for request 19606

Info

Request: HSA 6855 Internship in Health Administration - modify credit hours
Description of request: Request to change course credits from five credits to one credit.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 2/22/2024 1:17:23 PM
Form version: 1

Responses

Current Prefix
Enter the current three letter code (e.g., POS, ATR, ENC).

Response:
HSA

Course Level
Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).
* *

Response:
6

Lab Code
Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Number
Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:
855

Course Title
*Enter the current title of the course as it appears in the Academic Catalog.There is a 100 character limit for course titles. *

Response:
Internship in Health Administration

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action
Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
5

Proposed Credit Hours

Response:
1

Change Variable Credit?

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:

No

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Internship

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Response:
No

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
No

Change Course Description?

Response:
No

Change Course Objectives

Response:
No

Change Prerequisites?

Response:

No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
The current five (5) credits for the internship is a holdover from when the MHA program required a two-semester internship. The only modification we are making is the number of credits. We are not reducing the 400-hour requirement. When discussing with the MHA Advisory Council, recent graduates, and current students, the overwhelming support was to keep the 400-hour requirement. When comparing the UF MHA Program to aspirant programs, all programs had three (3) or fewer credits and a minimum 400-hour requirement. The five-credit internship is a marketing disadvantage when comparing the UF MHA Program
to Florida-based programs.

Syllabus for HSA 6855, "Internship in Health Administration"
Summer 2023

Keith J. Benson Ph.D., MHA MBA
Department of Health Services Research, Management & Policy
Phone: 352-273-6069, E-mail: keithbenson@phhp.ufl.edu

COURSE DESCRIPTION

The course consists of 400 hours of supervised work in an area of health administration that allows the student to integrate and apply concepts and competencies from didactic studies. Specific requirements, including assessments of the experience by the intern and preceptor, are required to satisfy course objectives. (5 credits)

LEARNING OBJECTIVES
("At the end of the internship, students should be able to …")

- Assess the clinical, operational, and managerial aspects of the internship organization.
- List and explain the tasks assigned and projects accomplished during the internship and how they contribute to the student's career goals.
- Identify and effectively use appropriate communication methods depending on audience characteristics and communication goals.
- Describe ways in which the internship has strengthened problem-solving, communication, and presentation skills.
- Identify key environmental factors affecting the internship organization.
- Understand and assess sources of power and authority and how they are distributed within the internship organization.
- Describe and evaluate the nature of the clinical staff and clinician relations in the internship organization or clinician executives in non-provider organizations.
- Conduct oneself in a professional manner that cultivates confidence and trust.
- Complete a self-assessment of leadership effectiveness in the context of the individual's MBTI leadership profile

TARGETED UF MHA COMPETENCIES

- HEC-1 Perform needs assessments and environmental analyses in support of program and organizational development
- BAT-1 – Describe project management techniques and systems-thinking to plan and manage initiatives involving resources, scope, and impact
- BAT-3 – Evaluate and make recommendations for clinical and organizational performance using statistical and qualitative management techniques and procedures
- LP-2 – Apply effective and appropriate oral and written communication skills
- LP-3 – Assess individual strengths and weaknesses and engage in continual professional development
- LP-4 – Model professional behavior, values, and ethics

TEXT BOOK

No text book is required for this course.

COURSE REQUIREMENTS and GRADING

The grade for the five-credit internship course is Satisfactory/Unsatisfactory. All the course requirements listed below **must** be completed in order to receive a grade of Satisfactory.

1. **Summer Contact Sheet.**
   Due Date: By May 21 – will be completed in Canvas

2. **Internship Plan.**
   Due Date: One Week after Start Date

   Description of internship organization and proposed tasks and responsibilities.

   The internship plan must include the following information:
   a.   Preceptor's name, title, and contact information
   b.   Brief description of the internship organization
   c.   Your objectives for the internship (link objectives to targeted competencies and areas for improvement)
   d.   Anticipated activities, assignments, and projects

   You may submit this in person, via e-mail attachment, by mail, or by fax.

3. **Internship Supervision: In-person/Zoom/Phone Appointments.**
   Due Date: June 8-30

   You must schedule two In-person/Zoom/Phone** appointments:
   a.   First, a meeting between Preceptor and Dr. Benson
   b.   Then, a meeting between you and Dr. Benson

   Dr. Benson will send an email with appointment availability. You must then respond with requests for appointments for yourself and your Preceptor – first come, first served. In addition, Dr. Benson needs a copy of your Preceptor's bio before the appointment. **Dr. Benson will be conducting some of the appointments in person (if possible), to be arranged by mutual agreement.

4. **Internship Portfolio. (Electronic Versions are Acceptable)**
   Due Date: August 13

   The internship portfolio provides a record of activities and accomplishments during the internship. Use August 6 as your "cut-off" date and describe activities,

etc. up to that point. Any major projects completed after August 7 can be documented and submitted as an addendum.

The portfolio must include the following:

a. **Internship Plan**
Include the internship plan as prepared for requirement #2 above.

b. **Weekly Journal: description of appointments, activities, projects**
The objective of the journal is to provide a "running record" of your activities, with the level of detail for the entries being largely your call. Past interns have found the journal to be quite useful and recommend that you take a few minutes to do this each week (or even each day).

c. **Organizational Assessment: structured description of organization**
The format is up to you, but the assessment must include information regarding: organization name and location; ownership; services offered; licensing & accreditation; size; governance; organizational structure (including an organizational chart); mission, vision, values, etc.; external environment (market, key competitors, etc.); patient mix; payer mix; employees; medical staff; any other key characteristics.

d. **Personal Leadership Self-Assessment**
Using specific examples, describe how you used your strengths and experienced leadership challenges in your internship. Explain how you "moved beyond your comfort zone" and grew in leadership effectiveness. Discuss coaching and mentoring feedback from your preceptor.

e. **Project Summaries: brief description of each of your projects**
The length of the written summary will depend on the amount of time and effort you devoted to the project. Use a separate page for each project. At a minimum, the summary should be 2-3 paragraphs long. You should also include other materials related to the projects as relevant (i.e., spreadsheets, slides for presentation, etc.).

Dr. Benson will return the portfolio to you in the Fall semester, so that you can use it in preparing for your internship presentation and for placement interviews.

5. **Evaluation Forms.**
Due Date: August 12

The evaluation by the intern is due by August 12. We will use Qualtrics Survey Tool for the evaluation, and you will receive an e-mail with the link. The evaluation must be completed by this deadline in order to receive a Satisfactory grade for the course.

Your evaluation must be completed by August 12 to receive a **satisfactory** grade for the course.

At the end of July we will send a letter to the Preceptor that includes a Certificate of Appreciation. We will use the Qualtrics Survey Tool for the Preceptor's evaluation, which we request be submitted by August 12. (Completion of the paper form is NOT required if submitted electronically.) PLEASE monitor submission of the evaluation by the Preceptor.

Your Preceptor's evaluation must be completed by August 12 for you to receive a satisfactory grade for the course.

Schedule a meeting with your Preceptor to discuss the evaluation and your performance in the internship.

6. **Attendance**
    400 hours of in-person or remote on-the-job experience is required. Work schedule is adjusted and negotiated by mutual agreement between the student and preceptor.

OTHER REQUIREMENTS

❖ **Internship Presentation**

In Fall Semester, there will be an Internship Showcase held during the professional development seminar. Each student will present a brief summary of the internship experience via poster board. Instructions for the presentations will be provided in the Fall.

STUDENTS WITH DISABILITIES

If you would like to discuss internship accommodation needs or require advice in the selection of internships sites or opportunities that afford a good match for my disability-related needs, please let Dr. Benson know.

For disability-related internship information, access the Disability Resource Center website www.dso.ufl.edu/index.php/drc/grad-prep that offers resource information on choosing a site, things to consider in disclosing disability, etc.

ACADEMIC INTEGRITY

Statement of University's Honesty Policy (cheating and use of copyrighted materials)

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php
http://www.dso.ufl.edu/studenthandbook/studentrights.php
http://gradschool.ufl.edu/students/introduction.html

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

We, the members of the University of Florida community,
pledge to hold ourselves and our peers to the
highest standards of honesty and integrity.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu/.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789
http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6855, Internship in Health Administration (1-credit hour)
Semester: Year: Summer 2025
Course Website via canvas

Instructor Name: Keith J. Benson Ph.D., MHA MBA
Room Number: HPNP 3106
Phone Number: 352-273-6069
Email Address: keithbenson@phhp.ufl.edu
Office Hours: By appointment

COURSE OVERVIEW

The course consists of 400 hours of supervised work in health administration, allowing the student to integrate and apply concepts and competencies from didactic studies. Specific requirements, including assessments of the experience by the intern and preceptor, are required to satisfy course objectives. (1 credit)

LEARNING OBJECTIVES

- Assess the internship organization's clinical, operational, and managerial aspects.
- List and explain the tasks assigned and projects accomplished during the internship and how they contribute to the student's career goals.
- Identify and effectively use appropriate communication methods depending on audience characteristics and communication goals.
- Describe ways the internship has strengthened problem-solving, communication, and presentation skills.
- Identify critical environmental factors affecting the internship organization.
- Understand and assess sources of power and authority and how they are distributed within the internship organization.
- Describe and evaluate the nature of the clinical staff and clinician relations in the internship organization or clinician executives in non-provider organizations.
- Conduct oneself in a professional manner that cultivates confidence and trust.

TARGETED UF MHA COMPETENCIES

During the internship, students may work on the development of all fourteen UF MHA Competencies. However, the competencies listed are targeted explicitly during the internship:

- HEC-1 Perform needs assessments and environmental analyses in support of program and organizational development
- BAT-1 – Describe project management techniques and systems thinking to plan and manage initiatives involving resources, scope, and impact
- BAT-3 – Evaluate and make recommendations for clinical and organizational performance using statistical and qualitative management techniques and procedures

- LP-2 – Apply effective and appropriate oral and written communication skills
- LP-3 – Assess individual strengths and weaknesses and engage in continual professional development
- LP-4 – Model professional behavior, values, and ethics

TEXTBOOK
No textbook is required for this course.

ACADEMIC REQUIREMENTS AND GRADING

The grade for the one-credit internship course is Satisfactory/Unsatisfactory. All the course requirements listed below **must** be completed to receive a satisfactory grade.

Assignments

1. **Summer Contact Sheet.**
   Due Date: By May 21 – will be completed in Canvas

2. **Internship Plan.**
   Due Date: One Week after Start Date

   Description of internship organization and proposed tasks and responsibilities.

   The internship plan must include the following information:
   a.   Preceptor's name, title, and contact information
   b.   Brief description of the internship organization
   c.   Your objectives for the internship (link objectives to targeted competencies and areas for improvement)
   d.   Anticipated activities, assignments, and projects

   You may submit this in person, via e-mail attachment, or by mail.

3. **Internship Supervision: In-person/Zoom/Phone Appointments.**
   Due Date: June 8-30

   You must schedule two In-person/Zoom/Phone** appointments:
   a.   First, a meeting between Preceptor and Dr. Benson
   b.   Then, a meeting between you and Dr. Benson

   Dr. Benson will send an email with appointment availability. You must then respond with requests for appointments for yourself and your Preceptor – first come, first served. In addition, Dr. Benson needs a copy of your Preceptor's bio before the appointment. **Dr. Benson will be conducting some of the appointments in person (if possible), to be arranged by mutual agreement.

4. **Internship Portfolio. (Electronic Versions are Acceptable)**
    Due Date: August 13

    The internship portfolio provides a record of activities and accomplishments during the internship. Use August 6 as your "cut-off" date and describe activities, etc. up to that point. Any major projects completed after August 7 can be documented and submitted as an addendum.

    The portfolio must include the following:

    a. **Internship Plan**
        Include the internship plan as prepared for requirement #2 above.

    b. **Weekly Journal: description of appointments, activities, projects**
        The objective of the journal is to provide a "running record" of your activities, with the level of detail for the entries being largely your call. Past interns have found the journal to be quite useful and recommend that you take a few minutes to do this each week (or even each day).

    c. **Organizational Assessment: structured description of organization**
        The format is up to you, but the assessment must include information regarding: organization name and location; ownership; services offered; licensing & accreditation; size; governance; organizational structure (including an organizational chart); mission, vision, values, etc.; external environment (market, key competitors, etc.); patient mix; payer mix; employees; medical staff; any other key characteristics.

    d. **Personal Leadership Self-Assessment**
        Using specific examples, describe how you used your strengths and experienced leadership challenges in your internship. Explain how you "moved beyond your comfort zone" and grew in leadership effectiveness. Discuss coaching and mentoring feedback from your preceptor.

    e. **Project Summaries: brief description of each of your projects**
        The length of the written summary will depend on the amount of time and effort you devoted to the project. Use a separate page for each project. At a minimum, the summary should be 2-3 paragraphs long. You should also include other materials related to the projects as relevant (i.e., spreadsheets, slides for presentation, etc.).

    Dr. Benson will return the portfolio to you in the Fall semester, so that you can use it in preparing for your internship presentation and for placement interviews.

5. **Evaluation Forms.**
    Due Date: August 12

The evaluation by the intern is due by August 12. We will use Qualtrics Survey Tool for the evaluation, and you will receive an e-mail with the link. The evaluation must be completed by this deadline in order to receive a Satisfactory grade for the course.

Your evaluation must be completed by August 12 to receive a **satisfactory** grade for the course.

At the end of July, we will send a letter to the Preceptor that includes a Certificate of Appreciation. We will use the Qualtrics Survey Tool for the Preceptor's evaluation, which we request be submitted by August 12. (Completion of the paper form is NOT required if submitted electronically.) PLEASE monitor the submission of the evaluation by the Preceptor.

Your Preceptor's evaluation must be completed by August 12 for you to receive a satisfactory grade for the course.

Schedule a meeting with your Preceptor to discuss the evaluation and your performance in the internship.

6. **Attendance**
   Four hundred (400) hours of in-person or remote on-the-job experience is required. The work schedule is adjusted and negotiated by mutual agreement between the student and preceptor.

ACADEMIC INTEGRITY

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

SUPPORT SERVICES
Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

- U Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Course|New for request 19418

Info

Request: EAS 6XXX Advanced Astrodynamics
Description of request: This is a request for a new intermediate-level graduate course in Advanced Astrodynamics.
Submitter: Michael Griffis mwg@ufl.edu
Created: 1/11/2024 9:44:18 PM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
EAS

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

Response:
6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

Response:

Intermediate

- *1000 level = Introductory undergraduate*
- *2000 level = Introductory undergraduate*
- *3000 level = Intermediate undergraduate*
- *4000 level = Advanced undergraduate*
- *5000 level = Introductory graduate*
- *6000 level = Intermediate graduate*
- *7000 level = Advanced graduate*
- *4000/5000= Joint undergraduate/graduate*
- *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Advanced Astrodynamics

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Advanced Astrodynamics

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Rigorous analysis of spacecraft motion using different dynamic models and perturbation methods. Development of analytical and computational tools to solve problems in astrodynamics.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> EML5215 (Analytical Dynamics I) or equivalent graduate-level dynamics course

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

> Response:
> The curriculum has advanced dynamics courses but none that focus on astrodynamics and this course will fill that need.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

> Response:
> At the end of the course, the student will be able to
> • Apply classical methods to astrodynamics,
> • Use universal variable formulation,
> • Develop basic two-body and n-body equations of motion,
> • Implement orbit determination, classical orbital elements, coordinate transformations, and differential correction,
> • Solve Kepler and Gauss problems, and
> • Derive integration schemes and error, and analytic formulations of several common perturbations.
> The achievement of these objectives will be assessed by homework and exams.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Required
•   An Introduction to the Mathematics and Methods of Astrodynamics, Revised Edition, Richard H Battin, AIAA, 1999. ISBN 978-1563473425
Recommended
•   Fundamentals of Astrodynamics by R. R. Bate, D. D. Mueller, J. E. White, Dover, 2nd ed., 2020. ISBN 978-0486497044
•   Fundamentals of Astrodynamics and Applications by D. Vallado, Microcosm Press; 5th ed, 2022. ISBN 978-1881883227
•   Orbital Mechanics, by Vladimir Chobotov, AIAA, 3rd ed., 2002. ISBN 978-1563475375
•   Modern Spacecraft Dynamics and Control by Marshall H. Kaplan, Dover, 2019. ISBN 978-0486819181
•   Spacecraft Attitude Determination and Control by James R. Wertz, D. Reidel, 1980. ISBN 978-9027712042
•   Modern Astrodynamics by W. Wiesel, Createspace, 2010. ISBN 978-1453781470
•   Analytical Mechanics of Space Systems, by H. Schaub and J. Junkins, AIAA, 4th ed., 2018. ISBN 978-1624105210

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1:   Analytical Mechanics Review (Chap 2)
Week 2:   Keplerian Motion (Chap 3, 4, 5)
Week 3:   Keplerian Motion (Chap 3, 4, 5), HW1 due
Week 4:   Keplerian Motion (Chap 3, 4, 5)
Week 5:   Keplerian Motion (Chap 3, 4, 5), Exam 1
Week 6:   Non-Keplerian Motion & the Three-body Problem (Chap 8)
Week 7:   Non-Keplerian Motion & the Three-body Problem (Chap 8)
Week 8:   Patched conics & numerical integration of differential equations (Chap 9,12), HW2 due
Week 9:   Patched conics & numerical integration of differential equations (Chap 9,12)
Week 10:   Patched conics & numerical integration of differential equations (Chap 9,12), Exam 2
Week 11:   Maneuvers and Transfers (Chap 6, 7, 9, 11)
Week 12:   Maneuvers and Transfers (Chap 6, 7, 9, 11), HW 3 due
Week 13:   Maneuvers and Transfers (Chap 6, 7, 9, 11)
Week 14:   Perturbation/Linearization (Chap 9,10), HW4 due
Week 15:   Perturbation/Linearization (Chap 9,10)

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Homework (4): 25%
Exam 1: 25%
Exam 2: 25%
Final Exam: 25%
Total: 100%

Homework
Deeper dives into implementation of theory and analysis will be achieved using homework. This will allow the student to program analyses and report detailed results, which is not doable in an exam period, environment.

Important Dates
Exam 1—Sep 26th (8:20 to 10:10p), Location TBD
Exam 2—Oct 31st (8:20 to 10:10p), Location TBD
Final Exam—Dec 10th (10a to 12p), MAEA 303

Exams
Exams are open book, open note, in-person, on-paper and cumulative. You will be given theoretical problems like those done in class. The problems need to be worked by hand. Scientific calculator may be used when needed. The exam will test your knowledge of the material and your ability to put that knowledge to use in order to demonstrate that course objectives are being met.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Norman Fitz-coy

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:

Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

Response:
Yes

Advanced Astrodynamics

EAS 6XXX   Section 1234
Class Periods: M/W/F 7TH period (1:55 to 2:45p)
Location: MAEA 303
Academic Term: Fall 2024
Credits: 3

Instructor:
Norman Fitz-coy
nfc@ufl.edu
352-392-1029
Office Hours: M/W, 4 to 5p, MAEA 206 or Zoom

Teaching Assistant/Peer Mentor/Supervised Teaching Student:
Please contact through the Canvas website

Course Description
Rigorous analysis of spacecraft motion using different dynamic models and perturbation methods. Development of analytical and computational tools to solve problems in astrodynamics.

Course Pre-Requisites
EML 5215 (Analytical Dynamics I) or equivalent graduate-level dynamics course

Course Objectives
At the end of the course, the student will be able to
- Apply classical methods to astrodynamics,
- Use universal variable formulation,
- Develop basic two-body and n-body equations of motion,
- Implement orbit determination, classical orbital elements, coordinate transformations, and differential correction,
- Solve Kepler and Gauss problems, and
- Derive integration schemes and error, and analytic formulations of several common perturbations.

The achievement of these objectives will be assessed by homework and exams.

Materials and Supply Fees
None

Required Textbooks and Software
- An Introduction to the Mathematics and Methods of Astrodynamics, Revised Edition, Richard H Battin, AIAA, 1999. ISBN 978-1563473425

Recommended Materials
- Fundamentals of Astrodynamics by R. R. Bate, D. D. Mueller, J. E. White, Dover, 2nd ed., 2020. ISBN 978-0486497044
- Fundamentals of Astrodynamics and Applications by D. Vallado, Microcosm Press; 5th ed, 2022. ISBN 978-1881883227
- Orbital Mechanics, by Vladimir Chobotov, AIAA, 3rd ed., 2002. ISBN 978-1563475375
- Modern Spacecraft Dynamics and Control by Marshall H. Kaplan, Dover, 2019. ISBN 978-0486819181
- Spacecraft Attitude Determination and Control by James R. Wertz, D. Reidel, 1980. ISBN 978-9027712042
- Modern Astrodynamics by W. Wiesel, Createspace, 2010. ISBN 978-1453781470
- Analytical Mechanics of Space Systems, by H. Schaub and J. Junkins, AIAA, 4th ed., 2018. ISBN 978-1624105210

Course Schedule

Week 1:   Analytical Mechanics Review (Chap 2)
Week 2:   Keplerian Motion (Chap 3, 4, 5)
Week 3:   Keplerian Motion (Chap 3, 4, 5), HW1 due
Week 4:   Keplerian Motion (Chap 3, 4, 5)
Week 5:   Keplerian Motion (Chap 3, 4, 5), Exam 1
Week 6:   Non-Keplerian Motion & the Three-body Problem (Chap 8)
Week 7:   Non-Keplerian Motion & the Three-body Problem (Chap 8)
Week 8:   Patched conics & numerical integration of differential equations (Chap 9,12), HW2 due
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Week 10:   Patched conics & numerical integration of differential equations (Chap 9,12), Exam 2
Week 11:   Maneuvers and Transfers (Chap 6, 7, 9, 11)
Week 12:   Maneuvers and Transfers (Chap 6, 7, 9, 11), HW 3 due
Week 13:   Maneuvers and Transfers (Chap 6, 7, 9, 11)
Week 14:   Perturbation/Linearization (Chap 9,10), HW4 due
Week 15:   Perturbation/Linearization (Chap 9,10)

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is not required. Makeup policy and excused absence policy are consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations) and require appropriate documentation. Additional information can be found here: https://gradcatalog.ufl.edu/graduate/regulations/

Evaluation of Grades

Assignment	Percentage of Final Grade
Homework (4)	25%
Exam 1	25%
Exam 2	25%
Final Exam	25%
	100%

Homework

Deeper dives into implementation of theory and analysis will be achieved using homework. This will allow the student to program analyses and report detailed results, which is not doable in an exam period, environment.

Important Dates

Exam 1—Sep 26th (8:20 to 10:10p), Location TBD
Exam 2—Oct 31st (8:20 to 10:10p), Location TBD
Final Exam—Dec 10th (10a to 12p), MAEA 303

Exams

Exams are open book, open note, in-person, on-paper and cumulative. You will be given theoretical problems like those done in class. The problems need to be worked by hand. Scientific calculator may be used when needed. The exam will test your knowledge of the material and your ability to put that knowledge to use in order to demonstrate that course objectives are being met.

Grading Policy

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33
83.4 - 86.6	B	3.00

80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:
• Your academic advisor or Graduate Program Coordinator
• HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
• Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
• Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: https://registrar.ufl.edu/ferpa.html

Campus Resources:
Health and Wellness

> **U Matter, We Care:**
> Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
>
> **Counseling and Wellness Center:** https://counseling.ufl.edu, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
>
> **Sexual Discrimination, Harassment, Assault, or Violence**

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://elearning.ufl.edu/student-help/ .

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; https://career.ufl.edu.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus*:* https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/;https://care.dso.ufl.edu.

On-Line Students Complaints*: https://distance.ufl.edu/getting-help/; https://distance.ufl.edu/state-authorization-status/#student-complaint.*

Course|New for request 19425

Info

Request: EAS 6XXX Robust and Adaptive Control for Aerospace Systems
Description of request: This is a request for a new intermediate graduate-level course in Robust and Adaptive Control for Aerospace Systems
Submitter: Michael Griffis mwg@ufl.edu
Created: 1/22/2024 2:25:39 PM
Form version: 4

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    EAS

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

    Response:
    6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

    Response:
    XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

    Response:

Intermediate

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*
• *6000 level = Intermediate graduate*
• *7000 level = Advanced graduate*
• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Robust and Adaptive Control for Aerospace Systems

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Robust Aerospace Control

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus, Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Clinical Instruction [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Modern robust, optimal, and adaptive control theories that address flight control challenges for aerospace systems. Topics include robust servomechanism design, linear quadratic methods, optimal observer-based feedback, loop transfer recovery, multivariable frequency domain analysis, and guidance fundamentals.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Undergraduate courses in Linear Algebra & Differential Equations & Linear Controls & Programming in MATLAB.

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The controls courses in the curriculum do not focus on aerodynamic systems. This course will apply the robust, optimal, and adaptive strategies to aerodynamic scenarios.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
At the end of the course, the student will be able to
• Understand modern robust, optimal, and adaptive control theories that address flight control challenges for aerospace systems,
• Be proficient in a selected set of highly relevant modern control and estimation methods for aircraft flight control,
• Describe robust servomechanism design, linear quadratic methods, optimal observer-based feedback, loop transfer recovery, multivariable frequency domain analysis, and guidance fundamentals,

• Augment robust baseline controllers with model reference adaptive control, which restores baseline control performance in the presence of uncertainties,
• Develop a useful code-based toolset to apply to such problems, and
• Apply the learned tools to tune flight controllers to successfully address real-world aerospace problems.
The achievement of these objectives is assessed by homework, quizzes, a project, and final exam.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Required
• MATLAB is required to run codes provided in class, and complete homework and projects
• Robust and Adaptive Control with Aerospace Applications by Eugene Lavretsky and Kevin Wise, Springer, 2nd ed., 2023. ISBN 978-3031383137
Recommended
• Optimal Control Linear Quadratic Methods by Anderson, B. and Moore, J., Dover, 2007. ISBN 978-0486457666
• Aircraft Control and Simulation, Stevens, B. and Lewis F., Wiley, 3rd ed., 2015. ISBN 1118870980

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: (Recording August 25th) Course Introduction, Aircraft equations of motion review, Trim and linearization, Rigid body dynamics, development of directionally decoupled LTI control design models / Chapter 1
Week 2: (Recording September 1st) Control design overview, Introduction to optimal control, Hamilton-Jacobi-Bellman equation / Chapter 2 / Quiz 1
Week 3: (Recording September 8th) Finite horizon regulator, Infinite time regulator, Linear quadratic regulation (LQR) Matrix Hamiltonian equations, Stability of LTI LQR, Kalman's identity, Coded examples with aircraft application / Chapter 2
Week 4: (Recording September 15th) Robustness properties of LTI LQR, Asymptotic properties of LQR, Command tracking motivation, Coded examples with aircraft application/ Chapter 2,3 / Quiz 2
Week 5: (Recording September 22nd) Derivation of the robust servomechanism (command tracking control), Combining robust servomechanism design and LQ methods, Coded examples with aircraft application / Chapter 3
Week 6: (Recording September 29th) Review of classical frequency domain methods, Bode's theorems and "Respect the Unstable," Performance-robustness tradeoffs, Systematic tuning in coded examples with aircraft application / Chapter 5
Week 7: (Recording October 5th) Review of vector and matrix norms, The singular value decomposition, Coded examples, Multivariable Nyquist and stability margins, Additive and multiplicative disturbances / Chapter 5 / Quiz 4
Week 8: (Recording October 13th) Frequency domain analysis of a MIMO aircraft control system, Rejection of external disturbances, Small gain theorem, Robust stability / Chapter 5
Week 9: (Recording October 20th) Observer overview, Leuenberger observer, duality of LQ observer to LQ control, Systematic tuning, Example application to a rocket, Guidance / Chapter 6 / Quiz 5
Week 10: (Recording October 27th) Model reference control, Scalar direct model reference adaptive control (MRAC), Application to roll dynamics of an aircraft, Mathematical preliminaries:

Lyapunov stability, stability definitions, Lipschitz continuity, Barbalat's lemma, Coded examples / Chapter 7,8 / Project assignment
Week 11: (Recording November 3rd) MRAC for MIMO systems, MRAC with integral control, Coded examples / Chapter 9 / Quiz 6
Week 12: (Recording November 9th) MRAC augmentation of an optimal baseline controller, Coded examples, MRAC modifications for robustness / Chapter 10,11
Week 13: (Recording November 17th) MRAC modifications for robustness, The projection operator, Projection based MRAC design, Coded examples / Chapter 11 / Quiz 7
Week 14: (Recording November 27th) Projection based MRAC design, Coded examples, Approximation-based MRAC, Course review / Chapter 11
Week 15: Review, Project submission

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Assignment

Total Points   Percentage of Final Grade
Homework Sets (5)

100 each   40%
Quizzes (7)

50 each

20%
Project

100

20%
Final Exam

100

20%
100%

Homework
Deeper dives into implementation of theory and analysis will be achieved using homework. This will allow the student to program analyses and report detailed results, which is not doable in a quiz period.

Project
The project allows for even deeper study that includes detailed simulation and discussion of a more challenging objective. This is a written report that identifies the objective, discusses theory, establishes how the simulation was designed, implemented in code, and run. The evaluation should compare how well the simulation agrees with theory.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Ben Dickinson

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to

give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

Robust and Adaptive Control for Aerospace Systems

EAS 6XXX   Section 1234
Class Periods: Recording Schedule is Friday 9a to 12p (Recorded lectures become available online)
Location: UF REEF, Shalimar FL
Academic Term: Fall 2024
Credits: 3

Instructor:
Ben Dickinson, PhD
btdickinson@ufl.edu
UF REEF Building; 1350 N Poquito Rd; Shalimar, FL 32579
Office Hours: M/W 7 to 8p

Teaching Assistant/Peer Mentor/Supervised Teaching Student:
Please contact through the Canvas website

Course Description
Modern robust, optimal, and adaptive control theories that address flight control challenges for aerospace systems. Topics include robust servomechanism design, linear quadratic methods, optimal observer-based feedback, loop transfer recovery, multivariable frequency domain analysis, and guidance fundamentals.

Course Pre-Requisites
Undergraduate courses in Linear Algebra, Differential Equations, Linear Controls, Programming in MATLAB.

Course Objectives
At the end of the course, the student will be able to
- Understand modern robust, optimal, and adaptive control theories that address flight control challenges for aerospace systems,
- Be proficient in a selected set of highly relevant modern control and estimation methods for aircraft flight control,
- Describe robust servomechanism design, linear quadratic methods, optimal observer-based feedback, loop transfer recovery, multivariable frequency domain analysis, and guidance fundamentals,
- Augment robust baseline controllers with model reference adaptive control, which restores baseline control performance in the presence of uncertainties,
- Develop a useful code-based toolset to apply to such problems, and
- Apply the learned tools to tune flight controllers to successfully address real-world aerospace problems.

The achievement of these objectives is assessed by homework, quizzes, a project, and final exam.

Materials and Supply Fees
List if applicable

Required Textbooks and Software
- MATLAB is required to run codes provided in class, and complete homework and projects
- Robust and Adaptive Control with Aerospace Applications by Eugene Lavretsky and Kevin Wise, Springer, 2nd ed., 2023. ISBN 978-3031383137

Recommended Materials
- Optimal Control Linear Quadratic Methods by Anderson, B. and Moore, J., Dover, 2007. ISBN 978-0486457666
- Aircraft Control and Simulation, Stevens, B. and Lewis F., Wiley, 3rd ed., 2015. ISBN 1118870980

Course Schedule

Week 1: (Recording August 25th) Course Introduction, Aircraft equations of motion review, Trim and linearization, Rigid body dynamics, development of directionally decoupled LTI control design models / Chapter 1

Week 2: (Recording September 1st) Control design overview, Introduction to optimal control, Hamilton-Jacobi-Bellman equation / Chapter 2 / Quiz 1

Week 3: (Recording September 8th) Finite horizon regulator, Infinite time regulator, Linear quadratic regulation (LQR) Matrix Hamiltonian equations, Stability of LTI LQR, Kalman's identity, Coded examples with aircraft application / Chapter 2

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Week 5: (Recording September 22nd) Derivation of the robust servomechanism (command tracking control), Combining robust servomechanism design and LQ methods, Coded examples with aircraft application / Chapter 3

Week 6: (Recording September 29th) Review of classical frequency domain methods, Bode's theorems and "Respect the Unstable," Performance-robustness tradeoffs, Systematic tuning in coded examples with aircraft application / Chapter 5

Week 7: (Recording October 5th) Review of vector and matrix norms, The singular value decomposition, Coded examples, Multivariable Nyquist and stability margins, Additive and multiplicative disturbances / Chapter 5 / Quiz 4

Week 8: (Recording October 13th) Frequency domain analysis of a MIMO aircraft control system, Rejection of external disturbances, Small gain theorem, Robust stability / Chapter 5

Week 9: (Recording October 20th) Observer overview, Leuenberger observer, duality of LQ observer to LQ control, Systematic tuning, Example application to a rocket, Guidance / Chapter 6 / Quiz 5

Week 10: (Recording October 27th) Model reference control, Scalar direct model reference adaptive control (MRAC), Application to roll dynamics of an aircraft, Mathematical preliminaries: Lyapunov stability, stability definitions, Lipschitz continuity, Barbalat's lemma, Coded examples / Chapter 7,8 / Project assignment

Week 11: (Recording November 3rd) MRAC for MIMO systems, MRAC with integral control, Coded examples / Chapter 9 / Quiz 6

Week 12: (Recording November 9th) MRAC augmentation of an optimal baseline controller, Coded examples, MRAC modifications for robustness / Chapter 10,11

Week 13: (Recording November 17th) MRAC modifications for robustness, The projection operator, Projection based MRAC design, Coded examples / Chapter 11 / Quiz 7

Week 14: (Recording November 27th) Projection based MRAC design, Coded examples, Approximation-based MRAC, Course review / Chapter 11

Week 15: Review, Project submission

Attendance Policy, Class Expectations, and Make-Up Policy

This course is designed for remote learning and as such, in-person attendance not required. If you are local or happen to be in the area, you are welcome to attend in person during recording sessions. However, due to potential changes in my recording schedule, please verify with me when you plan to attend.

You are expected to watch each lecture set (3 50-minute lectures) within 7 days after they are uploaded to the Canvas course site. In general, there is a no late homework policy unless it is associated with an excused absence that is consistent with university policies. Extended absences may require make-up work. When such absences are known, you must work with the instructor to develop a plan to make-up the work missed.

Excused absences are consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations) and require appropriate documentation. Additional information can be found here: https://gradcatalog.ufl.edu/graduate/regulations/

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Homework Sets (5)	100 each	40%
Quizzes (7)	50 each	20%
Project	100	20%
Final Exam	100	20%
		100%

Homework

Deeper dives into implementation of theory and analysis will be achieved using homework. This will allow the student to program analyses and report detailed results, which is not doable in a quiz period.

Project

The project allows for even deeper study that includes detailed simulation and discussion of a more challenging objective. This is a written report that identifies the objective, discusses theory, establishes how the simulation was designed, implemented in code, and run. The evaluation should compare how well the simulation agrees with theory.

Grading Policy

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33
83.4 - 86.6	B	3.00
80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Commitment to a Safe and Inclusive Learning Environment
The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:
• Your academic advisor or Graduate Program Coordinator
• HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
• Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
• Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as

appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: https://registrar.ufl.edu/ferpa.html

Campus Resources:
Health and Wellness

> **U Matter, We Care:**
> Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
>
> **Counseling and Wellness Center:** https://counseling.ufl.edu, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
>
> **Sexual Discrimination, Harassment, Assault, or Violence**
> If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu
>
> **Sexual Assault Recovery Services (SARS)**
> Student Health Care Center, 392-1161.
>
> **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

> **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
>
> **Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling; https://career.ufl.edu.
>
> **Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
>
> **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.
>
> **Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.
>
> **Student Complaints Campus**: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/;https://care.dso.ufl.edu.
>
> **On-Line Students Complaints**: https://distance.ufl.edu/getting-help/; https://distance.ufl.edu/state-authorization-status/#student-complaint.

Course|New for request 19417

Info

Request: EAS 6XXX Spacecraft Attitude Dynamics
Description of request: A new graduate level, intermediate course, on Spacecraft Attitude Dynamics is requested.
Submitter: Michael Griffis mwg@ufl.edu
Created: 1/11/2024 9:34:28 PM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
EAS

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

Response:
6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

Response:

Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Spacecraft Attitude Dynamics

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Spacecraft Attitude Dynamics

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Rigorous development of theoretical concepts, analytical, mathematical procedures, and methods associated with defining, determining, and controlling the attitude of a spacecraft.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Undergraduate vector calculus, programming (python or MATLAB), and dynamics courses together with an undergraduate linear algebra or numerical methods course.

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
The curriculum has courses in orbiting mechanics but they do not focus on orientation or attitude as the proposed course does.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
At the end of the course, the student will be able to
- Describe a satellite's orientation in space,
- Identify the environmental torques encountered in space,
- Model energy dissipation and its effects on the attitude stability of spinning bodies,
- Develop motion equations for four archetypical systems,
- Use or neutralize external influences on the spacecraft to control orientation,
- Design a controller, propose a system, to control location/orientation of the spacecraft, and
- Predict and evaluate the dynamics response of a spacecraft with respect to a desired path, orientation.

The achievement of objectives will be assessed through homework and exams.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Required
•   Hughes, Peter C., Spacecraft Attitude Dynamics, Dover Publications, 2004. ISBN 978-0486439259
Recommended
•   F. Landis Markley and John L. Crassidis, Fundamentals of Spacecraft Attitude Determination and Control, Springer, 2014. ISBN 978-1493908011
•   Hanspeter Schaub and John Junkins, Analytical Mechanics of Space Systems, AIAA, 2018. ISBN 978-1624105210
•   Marcel J. Sidi, Spacecraft Dynamics and Control: A Practical Engineering Approach, Cambridge, 2011. ISBN 978-0521787802
•   James R. Wertz, Spacecraft Attitude Determination and Control, D. Reidel, 1980. ISBN 978-9027712042
•   Vladimir A. Chobotov, Spacecraft Attitude Dynamics and Control, Krieger, 2008. ISBN ?978-0894640698
•   Bong Wie, Space Vehicle Dynamics and Control, AIAA, 2008. ISBN 978-1563479533

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1:   Attitude variables direction cosines, Euler angles, axis-angle (Euler-Lexell-Rodrigues), Chap 1
Week 2:   Euler parameters (aka unit quaternions), Chap 2
Week 3:   Classical Rodrigues parameters (CRP), Modified Rodrigues parameters (MRP), HW1 due
Week 4:   Kinematics of angular motion, part 1, Chap 3
Week 5:   Kinematics of angular motion, part 2, Exam 1
Week 6:   Dynamics of free rigid bodies, part 1, Chap 4
Week 7:   Dynamics of free rigid bodies, part 2
Week 8:   Dynamics of free rigid bodies, part 3, HW2 due
Week 9:   Environmental forces and torques, part 1, Chap 8
Week 10:   Environmental forces and torques, part 2, Exam 2
Week 11:   Effects of energy dissipation on externally torque-free attitude motion, part 1, Chap 5, 6, 7
Week 12:   Effects of energy dissipation on externally torque-free attitude motion, part 2, HW 3 due
Week 13:   Stabilization techniques (spin stabilization, dual-spin stabilization, gravity gradient stabilization),
            Chap 9, 10
Week 14:   Advanced attitude determination techniques, HW4 due, Chap 11
Week 15:   Active attitude control devices and strategies

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If

participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Homework (4): 25%
Exam 1: 25%
Exam 2: 25%
Final Exam: 25%
Total: 100%
Homework
Deeper dives into implementation of theory and analysis will be achieved using homework. This will allow the student to program analyses and report detailed results, which is not doable in an exam period, environment.

Important Dates
Exam 1—Sep 26th (8:20 to 10:10p), Location TBD
Exam 2—Oct 31st (8:20 to 10:10p), Location TBD
Final Exam—Dec 9th (10a to 12p), MAEA 303

Exams
Exams are open book, open note, in-person, on-paper and cumulative. You will be given theoretical problems like those done in class. The problems need to be worked by hand. Scientific calculator may be used when needed. The exam will test your knowledge of the material and your ability to put that knowledge to use in order to demonstrate that course objectives are being met.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Norman Fitz-coy

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

Response:
Yes

Spacecraft Attitude Dynamics

EAS 6XXX   Section 1234
Class Periods: MWF, 8TH period, 3:00 to 3:50p
Location: MAEA 303
Academic Term: Fall 2024
Credits: 3

Instructor:
Norman Fitz-coy
nfc@ufl.edu
352-392-1029
Office Hours: M/W, 4 to 5p, MAEA 206 or Zoom

Teaching Assistant/Peer Mentor/Supervised Teaching Student:
Please contact through the Canvas website

Course Description
Rigorous development of theoretical concepts, analytical, mathematical procedures, and methods associated with defining, determining, and controlling the attitude of a spacecraft.

Course Pre-Requisites
Undergraduate vector calculus, programming (python or MATLAB), and dynamics courses together with an undergraduate linear algebra or numerical methods course.

Course Objectives
At the end of the course, the student will be able to
- Describe a satellite's orientation in space,
- Identify the environmental torques encountered in space,
- Model energy dissipation and its effects on the attitude stability of spinning bodies,
- Develop motion equations for four archetypical systems,
- Control orientation by using or neutralizing external influences on the spacecraft,
- Design a controller, propose a system, to control location/orientation of the spacecraft, and
- Predict and evaluate the dynamics response of a spacecraft with respect to a desired path, orientation.

The achievement of objectives will be assessed through homework and exams.

Materials and Supply Fees
None

Required Textbooks and Software
- Hughes, Peter C., <u>Spacecraft Attitude Dynamics</u>, Dover Publications, 2004. ISBN 978-0486439259

Recommended Materials
- F. Landis Markley and John L. Crassidis, <u>Fundamentals of Spacecraft Attitude Determination and Control</u>, Springer, 2014. ISBN 978-1493908011
- Hanspeter Schaub and John Junkins, <u>Analytical Mechanics of Space Systems</u>, AIAA, 2018. ISBN 978-1624105210
- Marcel J. Sidi, <u>Spacecraft Dynamics and Control: A Practical Engineering Approach</u>, Cambridge, 2011. ISBN 978-0521787802
- James R. Wertz, <u>Spacecraft Attitude Determination and Control</u>, D. Reidel, 1980. ISBN 978-9027712042
- Vladimir A. Chobotov, <u>Spacecraft Attitude Dynamics and Control</u>, Krieger, 2008. ISBN 978-0894640698
- Bong Wie, <u>Space Vehicle Dynamics and Control</u>, AIAA, 2008. ISBN 978-1563479533

Course Schedule

Week 1:	Attitude variables direction cosines, Euler angles, axis-angle (Euler-Lexell-Rodrigues), Chap 1
Week 2:	Euler parameters (aka unit quaternions), Chap 2
Week 3:	Classical Rodrigues parameters (CRP), Modified Rodrigues parameters (MRP), HW1 due
Week 4:	Kinematics of angular motion, part 1, Chap 3
Week 5:	Kinematics of angular motion, part 2, Exam 1
Week 6:	Dynamics of free rigid bodies, part 1, Chap 4
Week 7:	Dynamics of free rigid bodies, part 2
Week 8:	Dynamics of free rigid bodies, part 3, HW2 due
Week 9:	Environmental forces and torques, part 1, Chap 8
Week 10:	Environmental forces and torques, part 2, Exam 2
Week 11:	Effects of energy dissipation on externally torque-free attitude motion, part 1, Chap 5, 6, 7
Week 12:	Effects of energy dissipation on externally torque-free attitude motion, part 2, HW 3 due
Week 13:	Stabilization techniques (spin stabilization, dual-spin stabilization, gravity gradient stabilization), Chap 9, 10
Week 14:	Advanced attitude determination techniques, HW4 due, Chap 11
Week 15:	Active attitude control devices and strategies

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is not required. Makeup policy and excused absence policy are consistent with university policies identified here: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/. Makeups (homework or exams) due to excused absences require the documentation discussed in those policies. Additional information can be found here: https://gradcatalog.ufl.edu/graduate/regulations/

Evaluation of Grades

Assignment	Percentage of Final Grade
Homework (4)	25%
Exam 1	25%
Exam 2	25%
Final Exam	25%
	100%

Homework

Deeper dives into implementation of theory and analysis will be achieved using homework. This will allow the student to program analyses and report detailed results, which is not doable in an exam period, environment.

Important Dates

Exam 1—Sep 26th (8:20 to 10:10p), Location TBD
Exam 2—Oct 31st (8:20 to 10:10p), Location TBD
Final Exam—Dec 9th (10a to 12p), MAEA 303

Exams

Exams are open book, open note, in-person, on-paper and cumulative. You will be given theoretical problems like those done in class. The problems need to be worked by hand. Scientific calculator may be used when needed. The exam will test your knowledge of the material and your ability to put that knowledge to use in order to demonstrate that course objectives are being met.

Grading Policy

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33

83.4 - 86.6	B	3.00
80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:
• Your academic advisor or Graduate Program Coordinator
• HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
• Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
• Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: https://registrar.ufl.edu/ferpa.html

Campus Resources:
Health and Wellness

U Matter, We Care:
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: https://counseling.ufl.edu, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://elearning.ufl.edu/student-help/ .

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; https://career.ufl.edu.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus*:* https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/;https://care.dso.ufl.edu.

On-Line Students Complaints*: https://distance.ufl.edu/getting-help/; https://distance.ufl.edu/state-authorization-status/#student-complaint.*

Course|New for request 19587

Info

Request: GMS 6XXX Qualitative Inquiry and Analysis in Intervention Development and Implementation
Description of request: This course will provide graduate-level intensive training on qualitative inquiry when developing and implementing evidence-informed interventions or programs. There is a need for our students to build an expertise in qualitative methods, and this course may be useful for HOBI and other health science center students.

There are few alternative courses that cover similar material. Our focus will be on designing studies that utilize a narrative approach, in terms of narrative frameworks that inform aims or intervention goals, narrative-based data collection methods, analyzing narrative data, implementing narrative evidence into interventions, and presenting narrative findings rigorously.
Submitter: Matthew Mitterko mmitterko@aa.ufl.edu
Created: 2/7/2024 10:48:01 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> GMS

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

> Response:
> 6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

> Response:
> None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

    Response:
    Introductory

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

    Response:
    Qualitative Inquiry and Analysis in Intervention Development and Implementation

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

    Response:
    Qual Analysis in Intervention

Degree Type
Select the type of degree program for which this course is intended.

    Response:
    Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

    Response:
    On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Summer

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2024

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course is targeted to graduate students whose training and research goals center on developing and implementing evidence-informed interventions. Students will learn about qualitative methodology in intervention design and implementation science. The course will be hands-on with lab or field activities, with a focus on approaches to thematic analysis (e.g., rapid analysis for implementation refinement; inductive analysis for sociocultural tailoring of interventions)

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

> Response:
> N/A

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> N/A

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

> Response:
> A qualitative methods course does not currently exist in the Health Outcomes and Implementation Science MS and PhD concentrations. Yet, it is core to intervention development to improve health outcomes and to implementation science. I've taught qualitative methods consecutively for thirteen years at UF and other institutions and have garnered interest from across UF's campus with doctoral students from COM, PHHP, IFAS, and HEB. I also regularly have clinicians on career development awards take or audit the course. The course will have a strong focus on implementation science.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
By the end of this course, students will be able to:
- Design a qualitative arm of a study that informs the development or implementation of an intervention
- Conduct a thematic analysis of narrative-based data using a constant comparative method approach
- Present thematic qualitative findings for publication and to report key findings for implementation refinement
- Translate qualitative findings into practical implications

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
All assigned readings will be uploaded on Canvas

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
The course will be divided into four parts and breakdown of weeks is based on the Summer A or Summer B schedule of 6 weeks:
1. Exploring the value of qualitative inquiry in intervention development and implementation science to improve psychosocial and health outcomes and reduce disparities (Week 1)
2. Examining methods to collecting narrative-based data for intervention development, targeting, or refinement to inform or improve implementation (Week 1)
3. Learning how to thematically analyze narrative-based data for intervention development and implementation (Weeks 2-5)
a. Analytical Goals (e.g., rapid feedback to inform implementation; interpretive analysis to socioculturally ground and target the intervention; developing or extending a model or theory within a targeted context)
b. Analytic Process – The constant comparative method approach to thematic analysis
i.   Inductive coding
ii. Deductive coding
iii. Hybrid approach
c. Advanced Analytical Approaches
i.   Axial coding
ii. Triangulation
4. Translating and presenting qualitative findings to promote transferability into practice (i.e., intervention, healthcare practice, policy, ongoing implementation) (Weeks 5-6)

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Letter grade A/B/C/D/F

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Carla L. Fisher, PhD

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

Qualitative Inquiry and Analysis in Intervention Development and Implementation

Professor:	C. L. Fisher, PhD	Office Hours:	By Appointment
Office:	Malachowsky Hall 7019	Class Meets:	periods 2-3 (9:30 am - 12:15 pm)
Office Hours:	By Appointment	Office Email:	carlalfisher@ufl.edu

> When using qualitative methods in implementation science, several considerations should be kept in mind, including sampling procedures, the timing of data collection, the role of the qualitative researcher, procedures for collection and analysis of qualitative data, and presentation of findings.
> National Cancer Institute, 2018

COURSE OVERVIEW & OBJECTIVES

This course provides intensive training on using qualitative inquiry when developing and implementing evidence-informed interventions or programs. Qualitative inquiry is an expansive field. Our focus will be on designing studies that utilize a narrative approach, in terms of narrative frameworks that inform aims or intervention goals, narrative-based data collection methods, analyzing narrative data, implementing narrative evidence into interventions, and presenting narrative findings rigorously.

While the course will address the value of qualitative methodology across the research process with various implementation goals in mind, we will spend the most time on how to thematically analyze narrative data from a constant comparative approach, which will include learning different levels of analysis/coding, how to develop a codebook, rapid qualitative analysis, and triangulating findings. Students will learn by doing with targeted lab activities to practice what they learn. I always view my role as helping you "learn to see" as a qualitative scientist.

By the end of this course, students will be able to:
- Design a qualitative arm of a study that informs the development or implementation of an intervention
- Conduct a thematic analysis of narrative-based data using a constant comparative method approach
- Present and translate thematic qualitative findings for publication and into practical /translational products

This course is divided into 4 parts:

1. **HOW TO DESIGN A QUALITATIVE STUDY**: (Week 1)
   a. Using qualitative inquiry to partner with communities to develop, implement, and evaluate interventions

2. **HOW TO CAPTURE STRONG NARRATIVE DATA**: (Week 2)
   a. Identifying aims, choosing the interview method and interviewing technique, and developing a guide to capture data relevant to the aims

3. **HOW TO RIGOROUSLY ANALYZE DATA**: (Weeks 3-5)
   a. Conducting a thematic analysis using a constant comparative method approach (closed, open, and axial coding) and codebook development, that includes rigorous analytical techniques like rapid analysis and triangulation

4. **USING RESULTS TO IMPROVE SOCIETY**: (Week 6)
   a. Translating and presenting qualitative findings to promote transferability into practice (i.e., intervention, healthcare practice, policy, ongoing implementation)

> Learning to see is the foundation for becoming an effective qualitative researcher. When we "see," we make ourselves present and open fully our senses to the scene at hand. We see, we listen, we feel, and we seek to be attentive to the unfolding moment.
> Kerry Daly, PhD (2007)

COURSE FORMAT & EXPECTATIONS

YOU WILL LEARN BY DOING
You will have the opportunity to gain qualitative skills through guided research practicums and by examining and critiquing qualitative scholarship. While an emphasis on course materials is placed on health-related examples, you will have the opportunity to explore social phenomena in your area of research interest. Thus, in this class you will have the opportunity to conduct your own analysis of data you have already collected or have access to.

THIS IS A FAST-PACED CLASS
This course is fast-paced with a lot of reading and practical activity. We cover the entire research process namely because I recognize the reality is that most students get one opportunity to take a qualitative course. This will help build your research aptitude in all aspects of qualitative field research but if you have no exposure or training of qualitative inquiry beforehand, it will feel more challenging and fast.

THIS IS A DISCUSSION-ORIENTED CLASS
Although I will sometimes lecture with PowerPoint slides, the bulk of the class is discussion-oriented to allow us plenty of time to work through complex issues in class. My goal is for you to feel comfortable feeling **un**comfortable as you practice qualitative research! Learning qualitative research, especially analysis, is hard. We want to use our time together as a space to be honest to share in an effort to grow as scientists.

REQUIRED MATERIALS
All materials are housed on Canvas with folders for each week. In these folders, you will find assigned readings, PowerPoint slides if available (please review these before class in case we do not get to them in class), and other lists of resources when appropriate. There is also a folder your assigned Research Practicums and Resources folder. I recommend that you also purchase the following book. It's an excellent reference for you to utilize across your career. We will read 3 chapters from this book as well. If you do not purchase it, you will have the opportunity to make copies of the book ahead of time.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

Materials:
1) Scholarly journal articles or book chapters posted on Canvas – see assigned readings on syllabus.
2) PowerPoint slides from lectures posted on Canvas and all class handouts.
3) Access to an APA style manual: *Publication Manual of the American Psychological Association*

RECOMMENDED RESOURCES (not required)
There are so many qualitative approaches to take and different paradigms speak to us. Here are some sources that might speak to you. I have many of these. If you'd like to take a look please don't hesitate to ask me and if I have it, I'd be happy to bring it in.

Daly, K. J. (2007). Qualitative methods for family studies and human development. Thousand Oaks, CA: Sage.
Green, J., & Thorogood, N. (2013). Qualitative methods for health research. Thousand Oaks, CA: Sage.
Rowles, G. D., & Schoenberg, N. E. (2002). Qualitative gerontology: A contemporary perspective. Springer.
Berg, B.L., & Lune, H. (2012). Qualitative research methods for the social sciences (8th ed.). Boston: Pearson.
Tracy, S. J. (2013). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact. Wiley.
Denzin, N. K., & Lincoln, Y. S. (Eds.). (2008). Strategies of qualitative inquiry (Vol. 2). Thousand Oaks, CA: Sage.

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Van Manen, M. (1990). Researching lived experience: Human science for an action sensitive pedagogy. New York: SUNY

Langellier, K. M, & Peterson, E. E. (2004). Storytelling in daily life: Performing narrative. Philadelphia: Temple.

Whaley, B. B. (Ed.). (2014). Research methods in health communication: Principles and application. Routledge.

Maxwell, J. A. (2012). Qualitative research design: An interactive approach. Thousand Oaks, CA: Sage.

Johnson, L. R. (2017). Community-based qualitative research: Approaches for education and the social sciences. Thousand Oaks, CA: Sage.

Padgett, D. K. (2011). Qualitative and mixed methods in public health. Thousand Oaks, CA: Sage.

Creswell, J. W., & Clark, V. L. P. (2007). Designing and conducting mixed methods research. Thousand Oaks, CA: Sage.

Ellingson, L. L. (Ed.). (2009). Engaging crystallization in qualitative research: An introduction. Thousand Oaks, CA: Sage.

McIntyre, A. (2007). Participatory action research (Vol. 52). Sage Publications.

Gubrium, J. F., & Holstein, J. A. (2001). Handbook of interview research: Context and method. Thousand Oaks, CA: Sage.

Holstein, J. A., & Gubrium, J. F. (1995). The active interview. Thousand Oaks, CA: Sage.

Atkinson, R. (1998). The life story interview. A Sage University Paper. Thousand Oaks, Sage.

Yin, R. K. (2014). Case study research: Design and methods. Thousand Oaks, CA: Sage.

Morgan, D. L. (1998). The focus group guidebook. Thousand Oaks, Sage.

Glaser, B., & Strauss, A. (1967). The discovery of grounded theory. London: Weidenfield & Nicolson.

Charmaz, K. (2006). Constructing grounded theory. Thousand Oaks, CA: Sage.

Gubrium, J. F., & Holstein, J. A. (2009). Analyzing narrative reality. Thousand Oaks, CA: Sage.

Riessman, C. K. (Ed.). (1993). Narrative analysis (Vol. 30). Thousand Oaks, Sage.

Feldman, M. S. (1995). Strategies for interpreting qualitative data. Thousand Oaks, Sage.

Saldana, J. (2016). The coding manual for qualitative researchers, 3rd edition. Thousand Oaks, CA: Sage.

Goodall, B. (2008). Writing qualitative inquiry: Self, stories, and academic life. Walnut Creek, CA: Left Coast Press

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. Bethesda, MD: National Institutes of Health (NIH). Available Free:
https://tigger.uic.edu/jaddams/college/business_office/Research/Best_Practices_for_Mixed_Methods_Research.pdf

ListServ

"The Qualitative Report" http://www.nova.edu/ssss/QR/index.html

*Subscribe to this listserve – Associated with a large qual community with journal (TQR) and annual conference. They disseminate a weekly email (with journal articles) dedicated to qualitative research since 1990. Also, on the web site you can find hundreds of resources, study pages, web sites, etc. on qualitative inquiry from across the globe (go to "resources" section of the web page)

Mobile & Cloud Qualitative Research Apps

Apps for Note-taking/Memos/Fieldnotes: http://www.nova.edu/ssss/QR/apps.html

App for Recording: http://tapeacall.com/

Recording Equipment

Digital Voice Recorder with USB or Video Recorder; Olympus ME-52W Noise Canceling Microphone (if using cell phone)

GRADE ASSIGNMENT

A	9-100%	
A-	90-92% (cut off 405 points)	
B+	87-89%	
B	83-86%	
B-	80-82% (cut off 360 points)	
C+	77-79%	
C	73-75%	
C-	70-72%	
D+	67-69%	
D	63-66%	
D-	60-62%	
Failure	0-59%	

COURSE ASSIGNMENTS (450 points)

Participation	50
5 Memos / Discussion Board Posts (20 points each)	100
6 Research Practicums (25 points each)	150
Individual/Group Research Study Paper	100
Presentation	50

It is your responsibility to refer to the syllabus for all class due dates for assignments. It is your responsibility to confer with your classmates/colleagues to be updated on what you missed if you miss class. LATE WORK IS NOT ACCEPTED WITHOUT EMERGENT CIRCUMSTANCES.

PARTICIPATION (50 points)

Punctuality and attendance are <u>expected</u> in a graduate-level course. Your engagement will chart the course of the knowledge you receive in this course. Please prepare fully for class discussions by reading the articles prior to class. Use the Memo/DB as the beginning of your class engagement so that you come ready to immerse yourself in qualitative inquiry. Please only use technology in class to promote your engagement in the class (not to multi-task with other work/responsibilities).

MEMOS / DISCUSSION POSTS (5 @ 20 points each = 100 points)

You will learn the art and science of qualitative inquiry by engaging in weekly "memos" posted to the respective discussion board on Canvas by <u>10pm ET the night before class (see Discussion section on Canvas)</u>. NO LATE POSTS ACCEPTED. <u>For this requirement you will post your memos to the discussion board about the readings assigned that week. You must do this 5 times (see syllabus for due dates).</u>

These posts are both a way to practice writing "memos" (a research skill) as well as a means of sifting through difficult concepts. Writing memos are a means of reflectively learning how to conduct qualitative research in a credible and trustworthy manner (i.e., reliable and valid). During qualitative inquiry, memos are a way of maintaining reflexivity and enhancing rigor by documenting the research process. It is typically done in grounded theory studies to reflect on ideas emerging in the data but can be done in any study as a way of thinking about what you are hearing and learning. Credit is given if you post by the due date. Late acceptances are not accepted. There are different types of memos you might write as you conduct qualitative inquiry and, therefore, several ways in which you may memo about the readings each week:

> <u>Textual Memos:</u>
> Describing how we think about data or a finding (a theme perhaps) and how we have assigned labels or codes. These memos help us make sense of how and why we are naming codes or findings – a way to catch early interpretations.
> <u>Observational Memos:</u>
> Describing what we have seen in the field. These memos are helpful in preserving the context of our study and to focus in on what our senses are telling us.
> <u>Conceptual/Theoretical Memos:</u>
> Asking what is going on, perhaps the development of a theme/category or the significance of the finding. These memos are crucial in theory development and thinking about relationships between findings or pathways.
> <u>Operational Memos:</u>
> Remembering to ask questions in the field that arose in a previous interview or data collection. These memos help us build saturation of a category or enhance methodological procedures.
> <u>Reflexive Memos:</u>
> Observing ourselves (our voice, impact, role) across the research process and paying attention to our values, feelings, mistakes, etc. These memos work across the entire research process and help us make sense of the data.

RESEARCH PRACTICUMS (6 @ 25 points each = 150 points)

You will complete research practicums both inside and outside of class to practice and enhance your qualitative research skills. Due dates are noted in the syllabus. Each practicum addresses a qualitative research skill and meant to allow you time to practice conducting qualitative research. Thus, these are also an opportunity for you to work on research you are already involved in. Practicums are not graded. Either you complete the requirements in full and on time to receive full credit or you do not (and receive a 0). I give a ton of feedback often in class for your development as a qualitative scientist.

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You will complete the following practicums:

Practicum 1: Aims & Interview Script
Practicum 2: Closed Coding (in class)
Practicum 3: Open Coding (in class)
Practicum 4: Axial Coding (in class)
Practicum 5: Codebook
Practicum 6: Translational Table of Findings Using and Ecological Sentence Synthesis Approach (with final paper)

INDIVIDUAL OR GROUP PAPER: AIM-METHODS-RESULTS SECTION (100 points paper, 50 points presentation)

You are required to conduct a thematic analysis of narrative-based data for this class using a constant comparative method approach. You final paper will be the Methods and Results section as well as a clear statement of the Aim. This will be due the last day of class and you will also present your findings formally in class on that day. More details will be provided on the presentation structure. Group work is allowed but groups cannot be larger than 4 people. If you work in groups, you will submit one final paper as a group and receive the same grade. If you do not have data to use, please let me know and you can join one of my research teams to conduct either an inductive or deductive thematic analysis (we can discuss what aligns with your skillset and goals). If you work on a faculty member/researcher's data, please receive permission first. I also encourage you to discuss publication/presentation opportunities and authorship prior to beginning.

ADDITIONAL UNIVERSITY RESOURCES

Health & Safety

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 3921575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the

University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic

E-learning tech support: 352-392-4357; Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml

Career Resource Center, Reitz Union: 392-1601.

Career assistance & counseling: http://www.crc.ufl.edu/

Library Support: http://cms.uflib.ufl.edu/ask.

Teaching Center, Broward Hall: 392-2010 or 392-6420.

General study skills and tutoring. http://teachingcenter.ufl.edu/

Writing Studio: 302 Tigert Hall, 846-1138. http://writing.ufl.edu/writing-studio/

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf On-Line Students Complaints: http://www.distance.ufl.edu/student-complaintprocess

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UF POLICIES

University Policy on Accommodation Students with Disabilities
Students requesting accommodation for disabilities must first register with the Dean of Students Office:
https://drc.dso.ufl.edu/ . The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php. You are expected and required to comply with the University's academic honesty policy (University of Florida Rules 6C1-4.017 Student Affairs: Academic Honesty Guidelines, available at http://regulations.ufl.edu/chapter4/4017.pdf). Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. Note that misrepresentation of the truth for academic gain (e.g., misrepresenting your personal circumstances to get special consideration) constitutes cheating under the University of Florida Academic Honesty Guidelines.

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/ Students' evaluations are important (e.g. for assessing instructors' performance on their teaching activities in relation to promotion) and they will be used to improve the course topics, materials, assignments, exams, and the instructor's teaching style.

Materials and Supplies Fees
Students will be required to purchase a license to Atlas.ti. The cost can range from $20 (for a monthly lease for 2 months) to $114 (for a 2-year license).

TENTATIVE COURSE SCHEDULE

DAY	TOPIC	READINGS (do BEFORE class)	PRACTICUMS DUE IN CLASS; MEMOS DUE NIGHT BEFORE
PART I	**INTRODUCTION TO QUALITATIVE METHODOLOGY AND ITS VALUE IN IMPLEMENTATION SCIENCE**		
Week 1 Day 1	Qualitative Inquiry in Implementation Science: Exploring the value of qualitative methodology for various implementation goals	See Week 1 on Canvas	
Week 1 Day 2	Narrative Approaches to Qualitative Methodology: Exploring frameworks used to design research for intervention development and implementation	See Week 1 on Canvas	Memo 1 Due
PART II	**METHODS OF COLLECTING RICH NARRATIVES**		
Week 2 Day 1	Rigorous Methods: Developing aims and choosing an interview method and technique	See Week 2 on Canvas	Memo 2 Due
Week 2 Day 2	Using Qualitative Inquiry in Complex Designs: Mixed and multi-method approaches	See Week 2 on Canvas	Practicum 1 Due: Aims & Interview Guide
PART III	**ANALYZING NARRATIVE DATA**		
Week 3 Day 1	Types of Analysis: Thematic analysis using a constant comparative method approach	See Week 3 on Canvas	Memo 3 Due
Week 3 Day 2	CCM Analysis Part I: Closed coding	See Week 3 on Canvas	Practicum 2: In class
Week 4 Day 1	CCM Analysis Part II: Open coding Data Management Software	See Week 4 on Canvas	Practicum 3: In class
Week 4 Day 2	CCM Analysis Part I: Axial coding Codebooks	See Week 4 on Canvas	Practicum 4: In class
Week 5 Day 1	Maintaining Rigor Across the Research Process: Verification techniques; triangulation	See Week 5 on Canvas	Memo 4 Due
Week 5 Day 2	Translating Research to Practice: Exemplars of implementation	See Week 5 on Canvas	Memo 5 Due Practicum 5 Due

Week 6 Day 1	Thematic Analysis & Feedback Day		
Week 6 Day 2	Presentation Day		Final Paper Due Practicum 6 Due

Course|New for request 18749

Info

Request: HSA 7XXX Introduction to Health Services Research Methods I
Description of request: This new course fills a critical void in our Ph.D. curriculum and will better prepare students for more advanced methods courses.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 8/1/2023 2:10:42 PM
Form version: 4

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> HSA

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

> Response:
> 7

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

> Response:
> None

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

> Response:

Advanced

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*
• *6000 level = Intermediate graduate*
• *7000 level = Advanced graduate*
• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Introduction to Health Services Research Methods I

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Hlth Ser Res Meth 1

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2023

Rotating Topic

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Clinical Instruction [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Health Services Research (HSR) Methods I introduces students to the fundamentals of methodologies that are commonly used in HSR, with topics that include the following: study conceptualization, development of research question, study design and its implication for analysis, fundamentals of data cleaning, management, and analysis, and result interpretation and communication.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

None.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
• PHC 6052: Introduction to Biostatistical Methods (SAS)
• PHC 6053: Regression Methods for the Health and Life Sciences
Students must have prior experience with basic data entry and analysis in SAS. Students who have not taken the pre-requisite

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This course will fill the gap between the fundamental biostatistics course and HSA 7708 Health Services Research Methods II. The course will not only prepare our PhD students to take more advanced methods courses but offer more skills to the students who work as research assistants.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Upon successful completion of the course, students are expected to be able to:
• Use the basic language and concepts of HSR
• Develop important and innovative HSR questions and hypotheses with the guide of conceptual framework
• Distinguish different types of study design and recognize their strengths and limitations

• Select appropriate measurement and data source based on the research question and study design
• Interpret statistical results and discuss their implications

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
There is no required textbook to purchase for this course. However, the following textbooks are recommended and may serve as useful references with additional examples –
• Shi, L. (2019). Health services research methods. 3rd Edition. Cengage Learning.
• Hart, C. (2018). Doing a literature review: Releasing the social science research imagination. 2nd Edition.
• Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. 2nd Edition. Houghton, Mifflin and Company.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1 8/24 Introduction and overview of HSR
Week 2 8/31 Research question development
Week 3 9/7 Literature review
Week 4 9/14 Observational research design
Week 5 9/21 Conceptual models in HSR
Week 6 9/28 Commonly used data sources in HSR
Week 7 10/5 Basic techniques for observational data analysis I: Descriptive analysis
Week 8 10/12 Basic techniques for observational data analysis II: Bivariate & multivariate analysis
Week 9 10/19 Mid-term presentation
Week 10 10/26 Statistical inference and scientific interpretation
Week 11 11/2 Experimental research design
Week 12 11/9 Quasi-experimental research design
Week 13 11/16 Qualitative research
Week 14 11/23 No Class (Thanksgiving!)
Week 15 11/30 Final presentation

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Assignments
1. Attendance (5 points): Students are required to attend all classes. See attendance policy.
2. Participation (5 points): Students are required to participate in the class actively. They must ask questions or provide feedback on other students' class projects.
3. Exercises (4*10 points = 40 points): Students will be required to complete four exercises independently throughout the semester. This assignment is designed to assess and evaluate a variety of content covered in the class. The instructions and rubrics will be posted on Canvas and due on Thursdays at 11:59 pm. Due dates are listed on the course schedule.

4. Class project: Students will be required to complete a class project consisting of numerous skills learned in this course. They are encouraged to discuss the topic of the project with their academic advisors based on their own research interests. Students who submit an abstract/poster of the class project will be given bonus points. Due dates are listed on the course schedule. Further instructions will be given on Canvas.

a. Project topic/outline (5 points): Students are expected to propose a research topic of their interests. They need to identify their study population and research question, and moreover give the rationale of their choice in one to two paragraphs (no more than one page).

b. Mid-term presentation (5 points): Students are expected to give a 10-min presentation to describe the background and methods they will use for the proposed project during the class. The slides will be submitted to Canvas after the presentation.

c. Proposal (15 points): The proposal should include background, conceptual framework, study aim(s), study design, study population, and statistical analysis plan (no more than 5 pages). The submitted proposal needs to incorporate the comments and feedback they receive in the mid-term presentation.

d. Final presentation (5 points): Students are expected to present their final projects in 15 minutes with another 5-min Q&A session using PowerPoint slides. The slides will be submitted to Canvas after the presentation.

e. Final project (20 points): The final product should include four sections as a regular scientific manuscript: (1) introduction, (2) methods, (3) results, and (4) discussion. It should be written in AMA style and no more than 10 pages, excluding figures, tables, and references.

All assignments must be submitted through Canvas Assignment by the exact due date and time. Late submission will result in 1 point deduction per day.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Yenan Zhu, PhD MS

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

Response:
Yes

0University of Florida
College of Public Health & Health Professions
HSA 7XXX Introduction to Health Services Research Methods I
Fall 2023
Delivery Format: On Campus
e-Learning: https://elearning.ufl.edu/

Instructor: Yenan Zhu, PhD MS
Office: HPNP 3108
Phone: (352) 273-5131
Email: yenan.zhu@ufl.edu
Office Hours: 30 minutes immediately after class or by appointment

Meeting Time: Every Thursday periods 3-5 (9:35 AM – 12:35 PM)
Meeting Place: HPNP G-109
Teaching Assistant: Ruixuan (Roxanne) Wang (ruixuan.wang@phhp.ufl.edu)
Preferred Communication: Email

Pre-Requisites
- PHC 6052: Introduction to Biostatistical Methods (SAS)
- PHC 6053: Regression Methods for the Health and Life Sciences

Students must have prior experience with basic data entry and analysis in SAS. Students who have not taken the pre-requisite courses must illustrate their SAS skills at the PHC 6053 level in order to obtain instructor approval to enroll. All students must have access to SAS 9.4.

PURPOSE AND OUTCOME

Course Overview
Health Services Research (HSR) Methods I introduces students to the fundamentals of methodologies that are commonly used in HSR, with topics that include the following: study conceptualization, development of research question, study design and its implication for analysis, fundamentals of data cleaning, management, and analysis, and result interpretation and communication.

Relation to Program Outcome
This course is the first of a two-course sequence on doctoral level health services research methods. It is a required core course of PhD program in Public Health – Health Services Research and covers the following competencies:
- Apply in-depth disciplinary knowledge and skills relevant to HSR
- Pose innovative and important research questions, informed by systematic reviews of the literature, stakeholder needs, and relevant theoretical and conceptual models
- Select appropriate interventional (experimental and quasi-experimental) or observational (qualitative, quantitative, or mixed methods) study designs to address specific HSR questions
- Use appropriate analytical methods to clarify associations between variables and to delineate causal inferences
- Effectively communicate the findings and implications of HSR through multiple modalities to technical and lay audiences

Course Objectives and/or Goals

Upon successful completion of the course, students are expected to be able to:

- Use the basic language and concepts of HSR
- Develop important and innovative HSR questions and hypotheses with the guide of conceptual framework
- Distinguish different types of study design and recognize their strengths and limitations
- Select appropriate measurement and data source based on the research question and study design
- Interpret statistical results and discuss their implications

Instructional Methods

Readings, slides, and notes are the primary class materials and will be posted to Canvas prior to each class session. SAS software is required to conduct quantitative analysis.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topic	Assignment
1	8/24	Course overview and introduction to HSR	
2	8/31	Research question development	
3	9/7	Literature search and review	
4	9/14	Commonly used data sources in HSR	Exercise #1 due
5	9/21	Conceptual models in HSR	Topic & outline due
6	9/28	Observational study designs	Exercise #2 due
7	10/5	HSR data analysis I: univariate & bivariate analysis	
8	10/12	HSR data analysis II: linear & logistic regression analysis	Exercise #3 due
9	10/19	Mid-term presentation	Presentation slides due
10	10/26	HSR data analysis III: generalized linear model	
11	11/2	Statistical inference and scientific interpretation	Proposal due
12	11/9	Experimental and quasi-experimental research designs	Exercise #4 due
13	11/16	Qualitative research	
14	11/23	No class (Thanksgiving!)	
15	11/30	Final presentation	Presentation slides due
16	12/7	No class (final week)	Final paper due

*Schedule is subject to change

Course Materials and Technology

- All required course materials are available online through Canvas.
- SAS software is required for exercises and the final project. There are several options for SAS access:
    - Direct purchase and installation. This option is only available for Windows users. SAS can be purchased on campus at the UF computing help desk located at 132 HUB Stadium

Road. The current cost is $35. Visit https://software.ufl.edu/software-listings/sas-student-licensing.html for more information.

- o Available on the UFApps server (https://info.apps.ufl.edu/). To use SAS on UFApps, you will need to learn how to upload and download files to and from the UFApps server.
- o SAS OnDemand for Academic. It can be used with any operating system. Visit https://www.sas.com/en_us/software/on-demand-for-academics.html for more information and getting the access.
- o Some departments may have access to SAS through the IT group or remote desktop. Check with your own department for SAS access.
  I personally recommend using SAS OnDemand for Academic, as it will work for all users and does not have as many bugs as UFApps.
- There is no required textbook to purchase for this course. However, the following textbooks are recommended and may serve as useful references with additional examples –
  - o Shi, L. (2019). *Health services research methods.* 3rd Edition. Cengage Learning.
  - o Hart, C. (2018). *Doing a literature review: Releasing the social science research imagination.* 2nd Edition.
  - o Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference.* 2nd Edition. Houghton, Mifflin and Company.

For technical support, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP (select option 2)
- https://helpdesk.ufl.edu/

Additional Academic Resources
- Career Connections Center: Career assistance and counseling services
  - o Reitz Union Suite 1300
  - o (352) 392-1601
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources
- Teaching Center: General study skills and tutoring
  - o Broward Hall
  - o (352) 392-2010
  - o (352) 392-6420 to make an appointment
- Writing Studio: Help brainstorming, formatting, and writing papers
  - o 2215 Turlington Hall
  - o (352) 846-1138
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information

ACADEMIC REQUIREMENTS AND GRADING

Assignments
1. *Attendance (5 points):* It is expected that students present all class sessions and arrive on time throughout the semester. Personal issues with respect to class attendance will be handled on an individual basis. Unless an emergency, please inform the instructor ahead of time regarding

absences and late arrivals/early departures. A deduction of 0.5 points will be applied to each unexcused absence.

2. ***Participation (5 points):*** Students are required to participate in the class actively. They must ask questions or provide feedback on other students' class projects.

3. ***Exercises (4*10 points = 40 points):*** Students will be required to complete **four** exercises independently throughout the semester. This assignment is designed to assess and evaluate a variety of content covered in the class. The instructions and rubrics will be posted on Canvas and due on Thursdays at 11:59 pm. Due dates are listed on the course schedule.

4. ***Class project:*** Students will be required to complete a class project consisting of numerous skills learned in this course. They are encouraged to discuss the topic of the project with their academic advisors based on their own research interests. Students who submit an abstract/poster of the class project will be given bonus points. Due dates are listed on the course schedule. Further instructions will be given on Canvas.

   a. ***Topic & outline (5 points):*** Students are expected to propose a research topic of their interests. They need to identify their study population and research question, and moreover give the rationale of their choice in one to two paragraphs (no more than one page).

   b. ***Mid-term presentation (5 points):*** Students are expected to give a 10-min presentation to describe the background and methods they will use for the proposed project during the class. The slides will be submitted to Canvas after the presentation.

   c. ***Proposal (15 points):*** The proposal should include background, conceptual framework, study aim(s), study design, study population, and statistical analysis plan (no more than 7 pages). The submitted proposal needs to incorporate the comments and feedback they receive in the mid-term presentation.

   d. ***Final presentation (5 points):*** Students are expected to present their final projects in 20 minutes with another 10-min Q&A session using PowerPoint slides. The slides will be submitted to Canvas after the presentation.

   e. ***Final paper (20 points):*** The final product should include four sections as a regular scientific manuscript: (1) introduction, (2) methods, (3) results, and (4) discussion. It should be written in AMA/APA style and no more than 12 pages, excluding figures, tables, and references.

All assignments must be submitted through Canvas Assignment by the exact due date and time. Late submission will result in 1 point deduction per day.

Grading

Grades will be determined according to student performance on the four requirements as shown in the table below. The same evaluation procedure will be applied to **ALL** students. All grades add up to 100%.

Requirement	Points
Attendance	**5**
Participation	**5**
Exercises (10 points per exercise)	**40**
Class project	**50**
Topic & outline	5
Mid-term presentation with slides	5
Proposal	15
Final presentation with slides	5
Final paper	20
Total	**100**

Point system used (i.e., how do course points translate into letter grades)
   Example –

Percentage earned	Letter grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

There will be no rounding up for grade increments. Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

Letter grade	Grade points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:
https://gradcatalog.ufl.edu/graduate/regulations/

Exam Policy

- **Policy related to make up exams or other work**
  Consistent with college policy, students are allowed to make up work only if missed as a result of illness, other unanticipated circumstances warranting valid evidence, or with instructor permission. You must notify the instructor and teaching assistant in advance if you will miss an exam/quiz or a deadline for the class project. Documentation is required upon your return to class. Project extension requested for medical reason must be negotiated at the time of illness. For more information, please review the UF Attendance Policy at https://gradcatalog.ufl.edu/graduate/regulations/.

  Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

- **Policy related to required class attendance**
  Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (https://gradcatalog.ufl.edu/graduate/regulations/). Additional information can be found here: https://gradcatalog.ufl.edu/graduate/.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
It is critical to review all materials posted on Canvas and read all announcements carefully. Students are expected to work through the materials as directed and ask questions if you do not understand. It is your responsibility to review the comments and feedback we give on your graded assignments. In addition, students are expected to maintain a civil tone and respect the opinions of other persons. While commenting on others' posts is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges.

Electronic Device Policy
Use of electronic devices (laptops, tablets, and cell phones) is allowed for course purposes **ONLY**. When use of electronic devices is necessary, please adhere to the following rules:
- Turn off or mute the speakers of any electronic device
- Do not engage in unauthorized communication or entertainment during the class unless it is a part of class activities
- Any use of technology will be conducted in a professional and appropriate manner.

Communication Guideline
Questions should be asked via direct UFL email and during the office hours (available by appointment). If you have questions about assignments, ask the instructor or teaching assistant **BEFORE** the due dates. It is too late to seek clarifications/corrections after grades have been assigned. Response within 24 hours to emails received on weekdays (Monday – Friday) and 48 hours on weekends. Response to Canvas messages may be delayed.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://graduateschool.ufl.edu/
Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class
Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: https://phhp.ufl.edu/policy-classroom-guests-of-students/

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- ***Counseling and Wellness Center*** offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in-person assistance is available.
  - (352) 392-1575
  - http://www.counseling.ufl.edu for more information
- ***U Matter We Care*** If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
  - http://www.umatter.ufl.edu/
- ***Student Health Care Center*** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center.
  - (352) 392-0627
  - https://shcc.ufl.edu/ for more information
- Crisis intervention is always available 24/7 from ***Alachua County Crisis Center***
  - (352) 264-6789
  - http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx
- ***University Police Department***
  - (35) 392-1111 (or 9-1-1 for emergencies)
  - https://police.ufl.edu/
- ***UF Health Shands Emergency Room/Trauma Center***
  - Emergency room at 1515 SW Archer Road, Gainesville, FL 32608
  - (352) 733-0111 for immediate medical care call
  - https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

College of Public Health and Health Professions Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

Course|New for request 19590

Info

Request: PHA 6XXX Advanced Applications in DNA
Description of request: Advanced Applications in DNA
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 2/21/2024 1:53:48 PM
Form version: 4

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> PHA

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

> Response:
> 6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

> Response:
> None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

> Response:
> Intermediate

- *1000 level = Introductory undergraduate*
- *2000 level = Introductory undergraduate*
- *3000 level = Intermediate undergraduate*
- *4000 level = Advanced undergraduate*
- *5000 level = Introductory graduate*
- *6000 level = Intermediate graduate*
- *7000 level = Advanced graduate*
- *4000/5000= Joint undergraduate/graduate*
- *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

> Response:
> Advanced Applications in DNA

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

> Response:
> Advanced Applications in DNA

Degree Type
Select the type of degree program for which this course is intended.

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

> Response:
> No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
2

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
1

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Advanced Applications in DNA would further explore advanced techniques in DNA analysis such as: advanced sampling techniques, Y-STR analysis, high throughput screening, Next Generation Sequencing (NGS), single nucleotide polymorphisms (SNPs) analysis, mitochondrial DNA, touch DNA, automation, and other new technologies relevant to forensic DNA analysis.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
NA

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in

the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Forensic Analysis of DNA 1 required, Forensics Analysis of DNA 2 is preferred but not required.

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:

This course is required to complete the Advanced Forensic Tech Certificate.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
At the completion of this course, the learner will be able to:
Understand how advances in DNA technology are relative to relates to the field of forensic science, specifically in DNA analysis.
? Demonstrate understanding of advanced screening techniques as they apply to forensic examination of biological evidence.
? Be able to analyze the strategies for challenging short tandem repeat samples to include approaches for Low Copy Number analysis and degraded DNA.
? Demonstrate knowledge alternative pPCR-based technologies such as Y-STR, Mitochondrial, X-STR, and single nucleotide polymorphisms and their value to the field of forensic biology.
? Demonstrate knowledge of binary mixture deconvolution strategies to include Random Match Probability, Combined Probability of Inclusion, and Likelihood Ratio.
? Explain and evaluate how Probabilistic Genotyping differs from that of binary methods and understand how it is used in modern DNA laboratories.
? Recognize and be able to articulate the roles Genetic Genealogy and Phenotypic Profiling in the field of forensic DNA analysis.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Required Textbook:
Advanced Topics in Forensic DNA Typing: Methodology
By John Butler
Published 2012
ISBN: 978-0-12-374513-2
? For each lecture, students will have access to handouts and other resources that are made available on Canvas.
Journal articles, class notes developed by the instructor, or other required reading/resources will be provided to students through the course website.

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
- Weeks 1-2: Module 1. Introduction to Advances in DNA Technologies – Sample collection, extraction, and quantification techniques
- Week 3: Module 2: STR Amplification Techniques
- Week 4: Module 3. STR Separation, and Detection Techniques
- Weeks 5-6: Module 4: Emerging Technologies and Automation Strategies
- Weeks 7-8: Module 5: Strategies for Analysis of Degraded and Low Copy Number (LCN) DNA
- Weeks 9-10: Module 6: Alternative PCR Technologies: Y and X Chromosome Analysis Techniques
- Weeks 11-12: Module 7: Alternative PCR Techniques: Mitochondrial and Single Nucleotide Polymorphism Analysis Techniques
- Weeks 13-14: Module 8: Binary and Probabilistic Methods for Mixture Deconvolution
- Weeks 15-16: Module 9: Genetic Genealogy and Phenotypic Profiling Applications

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
- 9 assignments, each worth 20 points (Total Points =180; 100% of final grade)

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Course Coordinator(s):
Joseph Pasternak, MS

Instructional Assistant Professor
Department of Medicinal Chemistry
University of Florida College of Pharmacy
E-mail: jpasternak@ufl.edu

Nancy Toffolo, MS
Director, Instructional Associate Professor
Department of Medicinal Chemistry
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

PHAXXXX Advanced Applications in DNA

PHA6XXX Advanced Applications in DNA (2 Cr Hr.)
Date TB
Location: Canvas

Course Coordinator(s):
Joseph Pasternak, MS
Instructional Assistant Professor
Department of Medicinal Chemistry
University of Florida College of Pharmacy
E-mail: jpasternak@ufl.edu

Nancy Toffolo, MS
Director, Instructional Associate Professor
Department of Medicinal Chemistry
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu

Office Hours: Vary by week and available upon request

Pre-Requisites:
Forensic Analysis of DNA 1 required, Forensics Analysis of DNA 2 is preferred but not required.

Co-Requisites:
   None

Course Objectives

Advanced Applications in DNA would further explore advanced techniques in DNA analysis such as: advanced sampling techniques, Y-STR analysis, high throughput screening, Next Generation Sequencing (NGS), single nucleotide polymorphisms (SNPs) analysis, mitochondrial DNA, touch DNA, automation, and other new technologies relevant to forensic DNA analysis.

Upon completion of this course, the student will be able to:
- Understand how advances in DNA technology are relative to relates to the field of forensic science, specifically in DNA analysis.
- Demonstrate understanding of advanced screening techniques as they apply to forensic examination of biological evidence.
- Be able to analyze the strategies for challenging short tandem repeat samples to include approaches for Low Copy Number analysis and degraded DNA.
- Demonstrate knowledge alternative pPCR-based technologies such as Y-STR, Mitochondrial, X-STR, and single nucleotide polymorphisms and their value to the field of forensic biology.
- Demonstrate knowledge of binary mixture deconvolution strategies to include Random Match Probability, Combined Probability of Inclusion, and Likelihood Ratio.

- Explain and evaluate how Probabilistic Genotyping differs from that of binary methods and understand how it is used in modern DNA laboratories.
- Recognize and be able to articulate the roles Genetic Genealogy and Phenotypic Profiling in the field of forensic DNA analysis.

Instructional Method

Students will learn from viewing module notes, completing assignments and participating in discussion boards. The course duration is 16 weeks (see Course Schedule). Every other week, students will independently view module notes and complete required readings. Students will complete online assignments to assess understanding of and provide their insight to the reading and coursework materials. The instructors are available throughout the course to clarify information via discussion board postings.

Course Materials and Technology

Required Textbook:

Advanced Topics in Forensic DNA Typing: Methodology
By John Butler
Published 2012
ISBN: 978-0-12-374513-2

- For each lecture, students will have access to handouts and other resources that are made available on Canvas.
- Journal articles, class notes developed by the instructor, or other required reading/resources will be provided to students through the course website.

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Course Schedule

Week/Date	Activity/Assessment		Contact Hrs.
Weeks 1/2			
01/08/24 – 01/21/24	**Module**	Module 1. Introduction to Advances in DNA Technologies – Sample collection, extraction, and quantification techniques	0.5
	Readings	Chapter 1: Sample Collection, Storage, and Characterization	2.0
		Chapter 2: DNA Extraction Methods	

		Chapter 3: DNA Quantification	
	Assignment	Written short essay(s) = 20 points	1.5
Week 3			
01/22/24 – 01/28/24	**Module**	Module 2: STR Amplification Techniques	0.5
	Readings	Chapter 4: PCR Amplification: Capabilities and Cautions	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Week 4			
01/29/24 – 02/04/24	**Module**	Module 3. STR Separation, and Detection Techniques	0.5
	Readings	Chapter 5: Short Tandem Repeat (STR) Loci and Kits Chapter 6: Capillary Electrophoresis: Principles and Instrumentation	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 5/6			
02/05/24 – 02/18/24	**Module**	Module 4: Emerging Technologies and Automation Strategies	0.5
	Readings	Chapter 17: New Technologies and Automation	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 7/8			
02/19/24 – 03/03/24	**Module**	Module 5: Strategies for Analysis of Degraded and Low Copy Number (LCN) DNA	0.5
	Readings	Chapter 10: Degraded DNA	2.0

		Chapter 11: Low-level DNA Testing: Issues, Concerns, and Solutions	
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 9/10			
04/01/24 – 04/14/24	**Module**	Module 6: Alternative PCR Technologies: Y and X Chromosome Analysis Techniques	0.5
	Readings	Chapter 13: Y-Chromosome DNA Testing Chapter 15: X-Chromosome Analysis	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 11/12			
04/15/24 – 04/24/24	**Module**	Module 7: Alternative PCR Techniques: Mitochondrial and Single Nucleotide Polymorphism Analysis Techniques	0.5
	Readings	Chapter 14: Mitochondrial DNA Analysis Chapter 12: Single Nucleotide Polymorphisms and Applications	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 13/14			
04/15/24 – 04/24/24	**Module**	Module 8: Binary and Probabilistic Methods for Mixture Deconvolution	0.5
	Readings	Module 8 notes and internet sources. SWGDAM documents for STR Mixture Analysis and SWGDAM document for Probabilistic Genotyping Analysis Techniques.	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 15/16			
04/15/24 – 04/24/24	**Module**	Module 9: Genetic Genealogy and Phenotypic Profiling Applications	0.5
	Readings	Module 9 notes and internet sources. United States Department of Justice interim policy forensic genetic genealogical DNA analysis and searching, Case Studies.	2.0
	Assignment	Written short essay(s) = 20 points	1.5

Course Assignments:

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course overview and/or communicated via the discussion board. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline.
If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Academic Requirements and Grading

Grading Policy
For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.
Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.
Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.
For Assignment deadlines - see the course calendar.
Critical Dates for the UF Forensic Science program: https://forensicscience.ufl.edu/resources/critical-dates/
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu

Students will be graded on written assignments. The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the scale below. Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module.

Assignment	Total Points	Percentage of Final Grade
9 assignments, each worth 20 points	180	100%
Total	180	100%

Students can check their progress in the course by viewing their grade records via the course interface. Internationally registered student grades will be assigned as per the policies and procedures within your university.

Grades will be assigned as follows:

Grade	Percent	Grade Points
A	90% or Above	4.0
A-	88-89%	3.76
B+	85-87%	3.33
B	80-84%	3.00
B-	78-79%	2.76
C+	75-77%	2.33
C	70-74%	2.00
C-	68-69%	1.67
D+	65-67%	1.33
D	60-64%	1.00
D-	58-59%	0.67
E	< 58%	0.00

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students may have work and other personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance; it is then at the discretion of the instructor as to if they will grant the extension with no penalty marks added. If you have an emergency where you cannot email the instructor prior to the deadline, you must contact the instructor as soon as you are able to explain your situation.
If no extension was requested or if the extension request is not granted, the instructor will deduct points as follows:

Amount of time past the deadline	Amount to be deducted	Notes
12 am – 8 am (EST)	0.5 points	This deduction will incur if the assignment is past the posted deadline of 11:59 pm EST, regardless of the time zone in which you are located
1 day (from 8 am EST – 11:59 pm)	5% deduction	% deductions are a % of the total number of points for which the assignment is worth (for example, 5% of a 30-point assignment would be 1.5 points deducted.
2 days to 1 week late	10% deduction	
1 week to 2 weeks late	20% deduction	
2 weeks to 3 weeks late	30% deduction	
3 weeks to 4 weeks late	40% deduction	
4 weeks to 5 weeks late	50% deduction***	*** this is the maximum deduction regardless of when it is submitted

Being consistently late in submitting assignments disrupts the course. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Makeup Policy: Make up assignments are not given but in rare circumstances may be given at the discretion of the course instructor after they have evaluated the circumstances leading to the request. Once the assignment has been graded and feedback has been given, the grade is final (unless there was a grading error). Extra credit is not given in our classes, except in extremely rare cases as indicated by your instructor.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

Instructional Policies
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, by utilizing the course functions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff. Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

Policy Related to Required Course Participation
Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Attendance: Students must participate in the Discussions board discussions and are required to visit the course website **daily** for important updates and messages. Policy Related to Required Course Participation: This is an online course and therefore, attendance means you are expected to complete the course learning activities so that you meet the established deadlines. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Class Participation: Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments. If a text is required for this class, students are expected to have access to it for successful completion of assignments.

Dropping a Course: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Calendar of Critical Dates at UF Calendar of Critical Dates). Students must not assume they will be automatically dropped if they fail to participate in the course learning activities. Deleting yourself from the course roster does not officially withdraw you from a course. Please email DESS at dess@ahc.ufl.edu if you wish to withdraw from your class.

Students from partner universities must contact their school to determine how/if they can drop a class.

Communication

Communication Guidelines: In all course communications including emails and treaded discussions, students are expected to follow Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment. The following link provides these guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board. You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

EMAIL

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature. It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class. **Do not choose the option of sending your email within the class to "all" instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the "Inbox" email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your access to your course and cannot access the inbox course messaging system, please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.

*For technical assistance do not contact the UF HELP Desk. Please contact Lisa Cox (listed under "teachers" in your course messaging system), for IT support for this course and copy the course instructor.

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

DISCUSSION FORUM

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information. Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering. Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences. We are aware that some of these topics can be considered controversial and ask that your respond to the subject matter in a thoughtful manner. If you have any questions or concerns, please reach out to your course instructor or advisor.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/, http://gradschool.ufl.edu/students/introduction.html. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

Use of Chatbots and Artificial Intelligence (ChatGPT)
Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.
"Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work." Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses. If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Academic Resources

> **E-learning technical suppor**t, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
> https://lss.at.ufl.edu/help.shtml.
>
> **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.
> https://www.crc.ufl.edu/.
>
> **Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
>
> **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
> https://teachingcenter.ufl.edu/.
>
> **Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers.
> https://writing.ufl.edu/writing-studio/.
>
> **Student Complaints Campus**: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
>
> **On-Line Students Complaints**: http://www.distance.ufl.edu/student-complaint-process.

Course|New for request 19609

Info

Request: PHA 6XXX Applied Statistics for Data Analysis
Description of request: New Coures Request PHAXXXX Applied Statistics for Data Analysis
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 2/23/2024 9:07:58 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> PHA

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

> Response:
> 6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

> Response:
> None

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

> Response:
> Intermediate

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*
• *6000 level = Intermediate graduate*
• *7000 level = Advanced graduate*
• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Applied Statistics for Data Analysis

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Applied Stats for Data Analysi

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type

*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Familiarize students with the procedures for using WWW resources for communication and educational purposes and to introduce students to the basic principles, concepts and terminology utilized in statistics.

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
There are no co-requisites.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
There are no prerequisites

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This is a 3-credit elective course offered in the Forensic Science Online Graduate Program.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
At the completion of this course students should

• understand the different descriptive statistics commonly used
• be able to describe the mean, standard deviation, and variance of a sample population
• understand probability and how it relates to the various applications within a laboratory
• be able to identify which statistical test is best suitable for a one sample, two sample, and multiple sample comparison
• understand the principles of the null and alternative hypotheses
• be able to perform the correct student t-test for comparison of two sample populations
understand the differences between parametric and non-parametric tests and when the chi-square test should be used

- be able to perform an ANOVA comparing three or more sample populations
- be able to conduct a post-hoc test for an ANOVA analysis, and
- understand how simple linear regression is utilized to determine regression coefficients and perform linearity checks in an analytical laboratory

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Recommended Textbooks and Software
Introductory Statistics
Introductory Statistics
Author: Prem S. Mann
Publisher: Wiley; 10th edition (2020)
ISBN-13: 978-1119679639
ISBN-10: 111967963X

Any of the earlier editions (6th, 7th or 8th) will also be acceptable. Some editions are accompanied by a Student Solutions Manual, which is useful for practicing the exercises in the book, but it is not necessary. The text book should be used to support the theoretical understanding and provision of examples beyond those provided in the modules of this course.

In addition, some editions have an accompanying Student Study Guide, but purchase is not necessary.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
This course is composed of 9 modules:
- Module 1: Introduction to Scientific Evidence and Statistics
- Module 2: Measures of central tendency and the normal distribution
- Module 3: Probability
- Module 4: Discrete random variables and probability distributions
- Module 5: Estimation of mean and standard deviation and the normal distribution
- Module 6: Hypothesis testing for one or two population means, Student t-test
- Module 7: Hypothesis testing for small sample sizes and multinomial experiments
- Module 8: Analysis of Variance and multiple comparison tests
- Module 9: Simple linear regression

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
- 8 assignments, each worth 30 point (240 points, 57.2%)
- 8 quizzes, each worth 10 points (80 points, 19%)
- 1 final exam, worth 100 points (100 poiubtsm 23.8%)

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Nancy Toffolo
Director, Distance Education Programs In Forensic Science; Instructional Associate Professor
(352)273-8691
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu

Jennifer Giangrande
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: jgiangrande@ufl.edu

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

PHAXXXX Applied Statistics for Data Analysis

PHAXXXX Applied Statistics for Data Analysis (3 Cr Hr.)
Fall 2024
Location: Canvas, Asynchronous

Course Coordinator(s):
Nancy Toffolo
Director, Distance Education Programs In Forensic
Science; Instructional Associate Professor
(352)273-8691
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu

Jennifer Giangrande
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: jgiangrande@ufl.edu

Office Hours: on request

Pre-Requisites:
None

Co-Requisites:
None

Course Objectives

The objective of this course is to familiarize students with the procedures for using WWW resources for communication and educational purposes and to introduce students to the basic principles, concepts and terminology utilized in statistics. At the completion of this course students should

- understand the different descriptive statistics commonly used
- be able to describe the mean, standard deviation, and variance of a sample population
- understand probability and how it relates to the various applications within a laboratory
- be able to identify which statistical test is best suitable for a one sample, two sample, and multiple sample comparison
- understand the principles of the null and alternative hypotheses
- be able to perform the correct student t-test for comparison of two sample populations understand the differences between parametric and non-parametric tests and when the chi- square test should be used
- be able to perform an ANOVA comparing three or more sample populations
- be able to conduct a post-hoc test for an ANOVA analysis, and

- understand how simple linear regression is utilized to determine regression coefficients and perform linearity checks in an analytical laboratory

Instructional Method

This course is part of the distance education program at the University of Florida. Instead of a traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, that utilizes required readings, quizzes (in most courses), completion of written assignments, and participation in a discussion board. Students will independently complete assigned readings and complete online assignments and/or quizzes/projects to assess understanding of and provide their insight to the reading and coursework material. Throughout these learning activities, the instructor and teaching assistant(s) are available via email to assist with questions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.

Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

Materials and Supply Fees

Please review the syllabus specific to this class for any required, recommended, or suggested reading materials.

Use UF VPN to access UF Libraries Resources when off-campus. **Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.**

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL:http://www.library.health.ufl.edu/

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Required Materials: Students must comply with the UF Computer and Software Requirement. Please see the website of your respective program for further information.

Course Materials and Technology

Recommended Textbooks and Software
Introductory Statistics
Introductory Statistics
Author: Prem S. Mann
Publisher: Wiley; 10th edition (2020)
ISBN-13: 978-1119679639
ISBN-10: 111967963X

Any of the earlier editions (6th, 7th or 8th) will also be acceptable. Some editions are accompanied by a Student Solutions Manual, which is useful for practicing the exercises in the book, but it is not necessary. The text book should be used to support the theoretical understanding and provision of examples beyond those provided in the modules of this course.

In addition, some editions have an accompanying Student Study Guide, but purchase is not necessary.

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Course Schedule

Module Topics

This course is composed of 9 modules:
- Module 1: Introduction to Scientific Evidence and Statistics
- Module 2: Measures of central tendency and the normal distribution
- Module 3: Probability
- Module 4: Discrete random variables and probability distributions
- Module 5: Estimation of mean and standard deviation and the normal distribution
- Module 6: Hypothesis testing for one or two population means, Student t-test
- Module 7: Hypothesis testing for small sample sizes and multinomial experiments
- Module 8: Analysis of Variance and multiple comparison tests
- Module 9: Simple linear regression

Course Assignments

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course overview and/or communicated via the discussion board. Being consistently late in submitting assignments

disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline.
If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Retaining Course Materials

As you go through the semester, keep copies of important emails, discussion bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account. If this class is a core-class for your MS program (one that you will be tested on in the cumulative final exam given in special topics) it is especially important that you keep the notes for review later.

Academic Requirements and Grading

Grading Policy
For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Most courses do not have a midterm or final exam, although this course may incorporate one, so be sure to review the specific requirements for this class. Students are evaluated continuously throughout the semester and graded according to their performance in the assignments and quizzes/exam (if quizzes/exam are present). All modules have a written assignment, and some classes have timed quizzes that must be completed by the assignment deadline for the corresponding module. **Please review the portion of this syllabus specific to this class (found on the homepage of your class within Canvas) to review the requirements of your class, as it may differ from the above.**

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.

For courses that have timed quizzes: if you lose your internet connection during your quiz and scores are not recorded simply email us and we can help you.

Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the

problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.

Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.
Critical Dates for the UF Forensic Science program: https://forensicscience.ufl.edu/resources/critical-dates/
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu

on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module.

Evaluation of Grades
Students will be graded on written assignments and module quizzes (when included in the course). The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the grading scale below this section. If a final exam is included for the class, that score will also be incorporated into your final grade.

Below is an example of a class that shows how your final grade would be calculated (this is for all classes where the final grade will be based on the student's cumulative number of points earned divided by the total number of available points):

Assignment	Total Points	Percentage of Final Grade
8 assignments, each worth 30 points	240	57.2%
8 quizzes, each worth 10 points	80	19%
1 final exam, worth 100 points	100	23.8%
Total	**420**	**100%**

Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module. Assignments are not able to be resubmitted for a re-grade after receiving feedback; the feedback is given for learning purposes and not so that students can re-do and re-submit assignments.
Students can check their progress in the course by viewing their grade records via the course interface. Internationally registered student grades will be assigned as per the policies and procedures within your university.
<u>Note</u>: **For students enrolled through WSU, the overall percentage mark for the unit will be converted to a WSU grade in accordance with the information provided on the course WSU site**

Grades will be assigned as follows:

Grade	Percent	Grade Points
A	90% or Above	4.0
A-	88-89%	3.76
B+	85-87%	3.33
B	80-84%	3.00
B-	78-79%	2.76
C+	75-77%	2.33
C	70-74%	2.00
C-	68-69%	1.67
D+	65-67%	1.33
D	60-64%	1.00
D-	58-59%	0.67
E	< 58%	0.00

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students may have work and other personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance; it is then at the discretion of the instructor as to if they will grant the extension with no penalty marks added. If you have an emergency where you cannot email the instructor prior to the deadline, you must contact the instructor as soon as you are able to explain your situation.

If no extension was requested or if the extension request is not granted, the instructor will deduct points as follows:

Amount of time past the deadline	Amount to be deducted for late submissions (in addition to grading point deductions)	Notes
12 am – 8 am (EST)	0.5 points	This deduction will incur if the assignment is past the posted deadline of 11:59 pm EST, regardless of the time zone in which you are located
1 day (from 8 am EST – 11:59 pm)	5% deduction	% deductions are a % of the total number of points for which the assignment is worth (for example, 5% of a 30-point assignment would be 1.5 points deducted.
2 days to 1 week late	10% deduction	
1 week to 2 weeks late	20% deduction	
2 weeks to 3 weeks late	30% deduction	

3 weeks to 4 weeks late	40% deduction	
4 weeks to 5 weeks late	50% deduction***	*** this is the maximum deduction regardless of when it is submitted, from 4 weeks past the due date to the last day for submissions in the semester.

Being consistently late in submitting assignments disrupts the course. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Makeup Policy: Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

Incomplete grades: Under special circumstances, if a student is unable to finish a course before the end of the semester, we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if a third or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course and has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments and quizzes must be completed by the end of the next semester that the course is offered. If the assignments are not completed in the next term that the course runs, you will be assigned a grade based on the completed assignments. If you are scheduled to graduate the term after this semester, you are not eligible for an incomplete. Please email your instructor for more information. Students in our partner universities are not eligible for an incomplete and should contact their home institution to see the options available to them.

Instructional Policies
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, by utilizing the course functions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff. Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

Policy Related to Required Course Participation

Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Attendance: There is no formal process for taking attendance in this online course. This course is 100% asynchronous and there are no live meeting times. Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor.   In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities.   Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Class Participation: Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments. If a text is required for this class, students are expected to have access to it for successful completion of assignments.

Dropping a Course: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Calendar of Critical Dates at UF Calendar of Critical Dates). Students must not assume they will be automatically dropped if they fail to participate in the course learning activities. Deleting yourself from the course roster does not officially withdraw you from a course. Please email DESS at dess@ahc.ufl.edu if you wish to withdraw from your class.

Students from partner universities must contact their school to determine how/if they can drop a class.

Communication

Communication Guidelines: In all course communications including emails and treaded discussions, students are expected to follow Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment. The following link provides these guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board. You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

EMAIL

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature. It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class. **Do not choose the option of sending your email within the class to "all" instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the "Inbox" email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your access to your course and cannot access the inbox course messaging system, please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.

*For technical assistance do not contact the UF HELP Desk. Please contact Lisa Cox (listed under "teachers" in your course messaging system), for IT support for this course and copy the course instructor.

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

DISCUSSION FORUM

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information. Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering. Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences. We are aware that some of these topics can be considered controversial and ask that your respond to the subject matter in a thoughtful manner. If you have any questions or concerns, please reach out to your course instructor or advisor.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/, http://gradschool.ufl.edu/students/introduction.html. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

Use of Chatbots and Artificial Intelligence (ChatGPT)

Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.

"Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work." Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses. If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process.

Course|New for request 19386

Info

Request: PHA 6XXX Forensic Anthropology I
Description of request: New Course Request for Forensic Anthropology I
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 12/13/2023 11:27:44 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    PHA

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

    Response:
    6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

    Response:
    XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

    Response:
    Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Forensic Anthrolpolgy I

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Forensic Anthrolpolgy I

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
4

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
6

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Introduce the basic knowledge of human anatomy and osteology, including human remains recovery and laboratory processes that are required of a forensic anthropologist. Each module will substitute the hands-on experience typically found in a laboratory setting by presenting carefully selected photographs and illustrated materials that will familiarize students with the practice of the discipline.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
There are no co-requisites for this course.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
There are no pre-requisites for this course.

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This 4-credit course is a required, foundational course for the Graduate Certificate in Forensic Death Investigation, and covers information pertaining to the following overarching program competency:
•   Apply current and emerging developments in forensic anthropology to educate students with the specific information of this discipline as it relates to Forensic Death Investigation.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Upon completion of this course, the student will be able to:
•   Review the basic knowledge and theoretical principles on osteology and anatomy.
•   Explain the difference between human and non-human material
•   Understand the basic knowledge on each bone of the human skeleton.
•   Summarize the basic methods of human remains recovery and laboratory processes.
•   Understand when and how a forensic anthropologist becomes involved in the legal system, mass disaster- related work and human right violation cases.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
There is no required textbook or software for this course. Students will learn through specific text for each module as well as other material. In addition to our material we will suggest web sites you can browse and read about every topic on this course.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Module Topics
• Module 1: Introduction
• Module 2: Basic Bone Biology
• Module 3: Human vs. Non-human
• Module 4: Human Osteology: The Skull and Teeth
• Module 5: Human Osteology: The Thorax, Vertebral Column and Pelvis
• Module 6: Human Osteology: The Arm and Hand
• Module 7: Human Osteology: The Leg and Foot
• Module 8: Field and Laboratory Work
• Module 9: Forensic Anthropology and Mass Fatality
• Module 10: Forensic Anthropology and Human Rights

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Grading Policy

Percent	Grade
90% or above	A
88-89%	A-
85-87%	B+
80-84%	B
78-79%	B-
75-77%	C+
70-74%	C
68-69%	C-
65-67%	D+
60-64%	D
58-59%	D-
<58%	E

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

 Response:
 Anna Delaney
 Forensic Anthropologist
 Forensic Scientist I, New Jersey State Police Department
 Instructional Assistant Professor, University of Florida, College of Pharmacy
 Email: Anna.Delaney@njsp.gov

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

 Response:
 Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

 Response:
 Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

 Response:
 Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

Course Coordinator

Anna Delaney
Forensic Anthropologist
Forensic Scientist I, New Jersey State Police Department
Instructional Assistant Professor, University of Florida, College of Pharmacy
Email: Anna.Delaney@njsp.gov

Pre-Requisites

There are no pre-requisites for this course.

Co-Requisites

There are no co-requisites for this course.

Course Description

Introduce the basic knowledge of human anatomy and osteology, including human remains recovery and laboratory processes that are required of a forensic anthropologist. Each module will substitute the hands-on experience typically found in a laboratory setting by presenting carefully selected photographs and illustrated materials that will familiarize students with the practice of the discipline.

Relation to Program Outcomes

This 4-credit course is a required, foundational course for the Graduate Certificate in Forensic Death Investigation, and covers information pertaining to the following overarching program competency:

- Apply current and emerging developments in forensic anthropology to educate students with the specific information of this discipline as it relates to Forensic Death Investigation.

Course Objectives

Upon completion of this course, the student will be able to:

- Review the basic knowledge and theoretical principles on osteology and anatomy.
- Explain the difference between human and non-human material
- Understand the basic knowledge on each bone of the human skeleton.
- Summarize the basic methods of human remains recovery and laboratory processes.
- Understand when and how a forensic anthropologist becomes involved in the legal system, mass disaster- related work and human right violation cases.

Module Topics

- Module 1: Introduction
- Module 2: Basic Bone Biology
- Module 3: Human vs. Non-human
- Module 4: Human Osteology: The Skull and Teeth
- Module 5: Human Osteology: The Thorax, Vertebral Column and Pelvis
- Module 6: Human Osteology: The Arm and Hand
- Module 7: Human Osteology: The Leg and Foot
- Module 8: Field and Laboratory Work
- Module 9: Forensic Anthropology and Mass Fatality
- Module 10: Forensic Anthropology and Human Rights

Instructional Methods

This course is part of the distance education program at the University of Florida. Instead of a traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, that utilizes required readings, quizzes (in most courses), completion of written assignments, and participation in a discussion board. Students will independently complete assigned readings and complete online assignments and/or quizzes/projects to assess understanding of and provide their insight to the reading and coursework material. Throughout these learning activities, the instructor and teaching assistant(s) are available via email to assist with questions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff. Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software. Canvas™ Learning Management System For technical support, navigate to Educational Technology and IT Support for guidance and contact information.

Course Materials and Technology

There is no required textbook or software for this course. Students will learn through specific text for each module as well as other material. In addition to our material we will suggest web sites you can browse and read about every topic on this course.

Use UF VPN to access UF Library when off-campus. **Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.**

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Required Materials

Students must comply with the UF Computer and Software Requirement.

Suggested Readings

Suggested readings will be posted on Canvas.

Description of Course Content - Course Schedule

Dates	Activity	Topic	Contact Time [hr.]
Week 1	**Module**	**Introduction**	
	Readings (located in Canvas)	Definitions and Overview History of the Discipline What is a Forensic Anthropologist? Forensic Anthropology	2.0
	Discussion	**Discussion 1:** Introduce yourself and explain your interest in this class.	0.5
	Quiz	Module 1 Quiz	0.5
Week 2	**Module**	**Basic Bone Biology**	
	Assignment	Module 2 Assignment	3.0
	Module 2 Assignment Reading	Read the following article (available through the UF Library): "Who's Afraid of the Big Bad Wolff?. ''Wolff's Law'' and Bone Functional Adaptation" by Christopher Ruff, Brigitte Holt, and Erik Trinkaus. AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY 129:484–498 (2006)	1.0
	Readings (located in Canvas)	Introduction to Basic Bone Biology • Orientation • Function and Structure • Bone Tissue • Bone Cells • Biomechanical Properties of Bone Tissue • Joint Types	2.0
	Discussion	Discussion 2: Bone Functional Adaption	0.5
	Quiz	Module 2 Quiz	0.5
Week 3	**Module**	**Human vs. Non-human Module**	
	Assignment	Module 3 Assignment	3.0
	Readings (located in Canvas)	• Introduction to Human vs. Non-human • Complete Bone and Big Fragments • Small Fragments	2.0
	Discussion	Discussion 3: Thin Section Images and Images vs NH	0.5
	Quiz	Module 3 Quiz	0.5
Week 4	**Module**	**Human Osteology – The Skull and Teeth**	
	Assignment	Module 4 Assignment	3.0

	Assignment Reading	The human skull is the most informative of all of our bones; race or ancestry, sex and even age can be determined through its analysis. Go to: The human skull is the most informative of all of our bones; race or ancestry, sex and even age can be determined through its analysis. Go to: FBI Archives - Article Link	1.0
	Readings (located in Canvas)	Introduction to Human Osteology – The Skull & Teeth • Function and Development of the Skull • Skull Bones • Frontal and Parietal • Temporal • Auditory and Ethmoid • Sphenoid • Occipital • Mandible and Maxillae • Zygomatic and Lacrimal • Vomer and Nasal • Inferior Nasal Conchae and Palatine Function and Development of the Teeth	2.0
	Discussion	Discussion 4: Phrenology and Anthropometry	0.5
	Quiz	Module 4 Quiz	0.5
Week 5	**Module**	**Human Osteology – Thorax – Vertebral Column Pelvis**	
	Assignment	Module 5 Assignment	3.0
	Readings (located in Canvas)	Introduction to Human Osteology - Thorax - Vertebral Column- Function and Development: • Hyoid • Sternum • Ribs • Vertebral Column • Vertebrae • Cervical segment • Thoracic segment • Lumbar segment Function and Development: • Sacrum and Coccyx • Os Coxae	2.0
	Discussion	Discussion 5: Bone Disorder/Disease	0.5
	Quiz	Module 5 Quiz	0.5
Week 6	**Module**	**Human Osteology – The Arm and Hand**	
	Assignment	Module 6 Assignment	3.0
	Assignment Reading	Read the following article available through the UF Library: "Effects of ethnicity on skeletal maturation: consequences for forensic age estimations" by A. Schmeling; W. Reisinger; D. Loreck; K. Vendura; W. Markus; G. Geserick	1.0

		(International Journal of Legal Medicine) Int J Legal Med (2000) 113 :253–258	
	Readings (located in Canvas)	Introduction to the Human Osteology - The Arm and Hand • Function and Development of the Shoulder Girdle • Clavicle Landmarks • Scapula Landmarks • Humerus Landmarks • Function and Development of the Ulna and Radius • Ulna Landmarks • Radius Landmarks • Function and Development of the Hand • Hand Bones	1.0
	Discussion	Discussion 6: Refugees or Asylum Seekers	0.5
	Quiz	Module 6 Quiz	0.5
Week 7	**Module**	**Human Osteology: The Leg and Foot**	
	Assignment	Assignment 7	3.0
	Assignment Reading	Read the following article available through the UF Library: "Estimation of Height from the Length of Long Bones in a Portuguese Adult Population" by M.C. De Mendonc ̧ A American Journal of Physical Anthropology 112:39–48 (2000)	1.0
	Readings (located in Canvas)	Introduction to the Human Osteology – The Leg and Foot Function and Development of the • Femur • Tibia and Fibula • Patella • Foot • Footbones	1.0
	Discussion	Discussion 7: Stature Differences	0.5
	Quiz	Module 7 Quiz	0.5
Week 8	**Module 8**	**Field and Laboratory Work**	
	Assignment	Module 8 Assignment	3.0
	Assignment Reading	Read the following article available through the UF Library: "Assessment of Maceration Techniques Used to Remove Soft Tissue from Bone in Cut Mark Analysis" by Christine King M.Sc. and Wendy Birch Ph.D. Journal of Forensic Sciences, January 2015, Vol. 60, Issue 1, pages 124-135 Recommended Reading Assignment 8: "The Effects of Chemical and Heat Maceration Techniques on the Recovery of Nuclear and Mitochondrial DNA from Bone" by Dawnie	1.0

		Wolfe Steadman, Lisa L. DiAntonio, Jeremy J. Wilson, Kevin E. Sheridan, Steven P. Tammariello Journal of Forensic Sciences, January 2006, Vol. 51, No. 1	
	Readings (located in Canvas)	Introduction to Field and Laboratory Work • Searching for Human Remains • Recovering Human Remains • Cleaning and Other Procedures • Analysis • Report	2.0
	Discussion	Discussion 8: Forensic Fraud	0.5
	Quiz	Module 8 Quiz	0.5
Week 9	**Module 9**	**Forensic Anthropology and Mass Fatality**	
	Assignment	Module 9 Assignment	3.0
	Readings (located in Canvas)	Introduction to Forensic Anthropology and Mass Fatality Response • Importance of Identifications • Standards of Evidence • Basic Procedures at the Scene and Morgue • Family Assistance • Role of the Forensic Anthropologist	2.0
	Discussion	Module 9 Discussion: Factors in Response	0.5
	Quiz	Module 9 Quiz	0.5
Week 10	**Module 10**	**Forensic Anthropology and Human Rights**	
	Assignment	Module 10 Assignment	3.0
	Assignment Readings	Read the following article available through the UF Library: "Intent to Destroy: The Genocidal Impact of Forced Migration in Darfur, Sudan" by Erin Patrick Journal of Refugee Studies 2005 Vol. 18, No. 4	1.0
	Readings (located in Canvas)	Introduction to Forensic Anthropology Human Rights • Human Rights • Conflict and Post Conflict • Missing Persons • The Role of the Forensic Anthropologist • History	1.0
	Discussion	Module 10 Discussion: Genocide	0.5
	Quiz	Module 10 Quiz	0.5

Course Assignments

Assignments: Students will be required to complete written assignments during scheduled weeks (dates are provided in course description table above). Students will be expected to use information from course material and readings to respond to assignment prompts. Some prompts may require students to independently identify and consult appropriate outside resources, such as journal articles or databases.

Discussions: Each week, students will be required to complete one Discussion Board topic. Students will be asked to answer a question based on the topics covered in that week's lecture and readings. Students should use primary literature to support their arguments and should interpret the information available to synthesize an opinion prior to posting their answer. Students may also be required to interact with each other's posts and provide thoughtful questions and re-interpretation of their classmates' opinions and analysis.

Quizzes: Students will be required to complete a brief quiz on weeks that have a quiz scheduled (dates are provided in course description table above). All quizzes will be open-material and will have a 10-minute time limit to complete.

Academic Requirements and Grading

Students will be graded on written assignments and module quizzes (when included in the course). The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the grading scale below this section. If a final exam is included for the class, that score will also be incorporated into your final grade. Below is an **example** of a class that shows how your final grade would be calculated (this is for all classes where the final grade will be based on the student's cumulative number of points earned divided by the total number of available points):

Assignment	Total Points	Percentage of Final Grade
8 assignments, each worth 30 points	240	57.2%
8 quizzes, each worth 10 points	80	19%
1 final exam, worth 100 points	100	23.8%
Total	**420**	**100%**

Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module. Assignments are not able to be resubmitted for a re-grade after receiving feedback; the feedback is given for learning purposes and not so that students can re-do and re-submit assignments.
- Students can check their progress in the course by viewing their grade records via the course interface.
- Internationally registered student grades will be assigned as per the policies and procedures within your university.
- <u>Note</u>**: For students enrolled through WSU, the overall percentage mark for the unit will be converted to a WSU grade in accordance with the information provided on the course vUWS site.**

Grading Policy

Percent	Grade
90% or above	A
88-89%	A-
85-87%	B+
80-84%	B
78-79%	B-
75-77%	C+
70-74%	C
68-69%	C-
65-67%	D+
60-64%	D
58-59%	D-
<58%	E

For greater detail on the meaning of letter grades and university policies related to them, see the UF Graduate School Academic Regulations.

Communication

Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board. You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

Email

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature. It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class. **Do not choose the option of sending your email within the class to "all" instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the "Inbox" email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your access to your course and cannot access the inbox course messaging system, please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.

*For technical assistance do not contact the UF HELP Desk. Please contact Lisa Cox (listed under "teachers" in your course messaging system), for IT support for this course and copy the course instructor.

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

Discussion Forum

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information. Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering. Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences. We are aware that some of these topics can be considered controversial and ask that your respond to the subject matter in a thoughtful manner. If you have any questions or concerns, please reach out to your course instructor or advisor.

Assignments - Deadlines - Important Course Dates

Most courses do not have a midterm or final exam, although this course may incorporate one, so be sure to review the specific requirements for this class. Students are evaluated continuously throughout the semester and graded according to their performance in the assignments and quizzes/exam (if quizzes/exam are present). All modules have a written assignment, and some classes have timed quizzes that must be completed by the assignment deadline for the corresponding module. **Please review the portion of this syllabus specific to this class (found on the homepage of your class within Canvas) to review the requirements of your class, as it may differ from the above.**

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.

For courses that have timed quizzes: if you lose your internet connection during your quiz and scores are not recorded simply email us and we can help you.

Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade. Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.

Critical Dates for the UF Forensic Science program
UF Registrar - Dates and Deadlines

Policies – Assignments and Grades

Late Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students may have work and other personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance; it is then at the discretion of the instructor as to if they will grant the extension with no penalty marks added. If you have an emergency where you cannot email the instructor prior to the deadline, you must contact the instructor as soon as you are able to explain your situation.

If no extension was requested or if the extension request is not granted, the instructor will deduct points as follows:

Amount of time past the deadline	Amount to be deducted	Notes
12 am – 8 am (EST)	0.5 points	This deduction will incur if the assignment is past the posted deadline of 11:59 pm EST, regardless of the time zone in which you are located
1 day (from 8 am EST – 11:59 pm)	5% deduction	% deductions are a % of the total number of points for which the assignment is worth (for example, 5% of a 30-point assignment would be 1.5 points deducted.
2 days to 1 week late	10% deduction	
1 week to 2 weeks late	20% deduction	
2 weeks to 3 weeks late	30% deduction	
3 weeks to 4 weeks late	40% deduction	
4 weeks to 5 weeks late	50% deduction***	*** this is the maximum deduction regardless of when it is submitted

Being consistently late in submitting assignments disrupts the course. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Makeup Assignments: Make up assignments are not given but in extremely rare circumstances may be given at the discretion of the course instructor after they have evaluated the circumstances leading to the request (for example, if a student sends the incorrect attachment in and needs to submit the correct paper). Once the assignment has been graded and feedback has been given, the grade is final (unless there was a grading error). Extra credit is not given in our classes, except in extremely rare cases as indicated by your instructor.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

Incomplete Grades: Under special circumstances, if a student is unable to finish a course before the end of the semester, we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the

course instructor. In this course an incomplete grade may be assigned if a third or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course and has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments and quizzes must be completed by the end of the next semester that the course is offered. If the assignments are not completed in the next term that the course runs, you will be assigned a grade based on the completed assignments. If you are scheduled to graduate the term after this semester, you are not eligible for an incomplete. Please email your instructor for more information. Students in our partner universities are not eligible for an incomplete and should contact their home institution to see the options available to them.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations. *Note: For students enrolled through WSU, WSU policies and procedures will apply.*

Policies – Student Expectations

Attendance: Students must participate in the Discussions board discussions and are required to visit the course website **daily** for important updates and messages. Policy Related to Required Course Participation: This is an online course and therefore, attendance means you are expected to complete the course learning activities so that you meet the established deadlines. Please note all faculty are bound by the UF policy for excused absences. For more information see the UF Registrar Attendance Policy website.

Class Participation: Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments. If a text is required for this class, students are expected to have access to it for successful completion of assignments.

Dropping a Course: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Registrar - Dates and Deadlines). Students must not assume they will be automatically dropped if they fail to participate in the course learning activities. Deleting yourself from the course roster does not officially withdraw you from a course. Please email DESS at dess@ahc.ufl.edu if you wish to withdraw from your class. ***Students from partner universities must contact their school to determine how/if they can drop a class.**

Academic Honesty: Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

> *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

> *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

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It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code.

Students are also not allowed to use any apps or websites such as Quizlet, Course Hero, or anything similar even it is not listed here to share their assignments and the course notes **OR** to obtain assignment responses. Use of such sites without the specific permission of instructors or program directors are a violation of UF Copyright rules and UF student honor policies. Such violations could result in the student's expulsion from the University of Florida.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

Use of Chatbots and Artificial Intelligence (ChaptGPT): Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.

- "Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work."

Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses. If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

Expectations Regarding Course Behavior: Students are expected to participate in online collaborations such as the discussion board. Students should make sure that discussion board comments are posted on the correct discussion thread. Discussion board comments should be clearly written, relevant to the topic of discussion, use appropriate grammar and spelling, and concise.

Communication Guidelines: In all course communications including emails and discussions, students are expected to follow the UF Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment. T

Student Opportunities for Input

UF Online Faculty Course Evaluation Process: UF Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Refer to UF GatorEvals - Providing Constructive Feedback for guidance on how to give feedback in a professional and respectful manner.

UF Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, or in the Canvas course menu under GatorEvals. Summaries of course evaluation results are alsoavailable to students.

Please note that students enrolled in our classes who are students at partner universities will not have access to the GatorEvals system.

Support Services

Accommodations for Students with Disabilities (UF students only): Students requesting course accommodations must first register with the UF Disability Resource Center. **Please note that students enrolled in our classes who are students at partner universities must go through their home institution and program advisor for any disability requests.**

Counseling and Student Health: Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center: offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in person assistance is available.
- U Matter We Care: If you are feeling overwhelmed or stressed, you can reach out for help through the U Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- UF Student Health Care Center : Health care provider for UF students and a nationally recognized leader for collegiate health
- Alachua County Crisis Center: Crisis intervention is always available 24/7 by phone - (352) 264-6789

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: UF Registrar - Information on Student FERPA Rights

Campus Academic Resources

E-learning technical support:
Phone: 352-392-4357 (select option 2)
Email: Learning-support@ufl.edu
Website: https://lss.at.ufl.edu/help.shtml

Career Resource Center:
Phone: 352-392-1601
Website: https://www.crc.ufl.edu/

Library Support:
Website: http://cms.uflib.ufl.edu/ask

Writing Studio:
Phone: 352-846-1138.
Website: https://writing.ufl.edu/writing-studio/.

Student Support – Refer or Report Issues:
Website: U Matter, We Care - Refer or Report

PHA6XXX: Forensics Anthropology I (4 Cr Hr.)
Spring 2024
Location: Canvas

Course|New for request 19470

Info

Request: PHA 6XXX Precision Med & Pharmacogenomics Capstone
Description of request: Request for a new capstone course
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 1/26/2024 10:30:51 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> PHA

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

> Response:
> 6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

> Response:
> None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

> Response:
> Intermediate

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*
• *6000 level = Intermediate graduate*
• *7000 level = Advanced graduate*
• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Precision Med & Pharmacogenomics Capstone

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Precision & Pharmacogenomics C

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
1

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
1

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This graduate capstone course represents the pinnacle of learning. Students are expected to recall information, synthesize their knowledge acquired throughout their course of study, and apply it in a comprehensive written final examination. The final summative assessment is designed to demonstrate mastery of the program's content.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
Not applicable.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in

the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> Students must have successfully completed and earned a passing grade for the 12 hours of required coursework, along with the required elective coursework. The comprehensive final exam must be taken during the student's final semester.

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

> Response:
> This is the culminating exam in the curriculum. Students are expected to recall information, synthesize their knowledge acquired throughout their course of study, and apply it in a comprehensive written final examination.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

> Response:
> • Recall foundational facts of precision medicine, pharmacogenomics, and comprehensive medication management and apply this to case-based scenarios and examination questions.
> • Demonstrate evidence-based clinical decision making that incorporates clinical and genetic factors for patient case scenarios across a spectrum of diseases
> • Identify relevant and targeted treatment options based on evidence in presented scenarios
> • Identify the key components and steps required for the successful implementation of pharmacogenomics in clinical practice
> • Apply best practices to tailored scenarios in the curriculum

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
There are no required texts. Reading assignments from current websites, journal articles, and news articles are provided in Canvas.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
This is a self-paced course. Students are expected to review reading assignments, journal articles, and assignments from the 12 credit hours of required coursework to adequately prepare for the final exam.

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Capstone Exam, 100 points, 100% of final grade

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Teresa E. Roane, Teresa E. Roane, PharmD, MBA, BCACP, CPh
Director Continuing Pharmacy Education; Clinical Associate Professor
University of Florida College of Pharmacy
Department of Pharmacotherapy & Translational Research
Email: teroane@ufl.edu
Phone Number: (352) 273-9692

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

    Response:
    Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

    Response:
    Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

    Response:
    Yes

PHA6XXX Precision Medicine & Pharmacogenomics Capstone

PHA6XXX Precision & Pharmacogenomics: Capstone (3 Cr Hr.)
Spring 2024
Location: Canvas

Course Coordinator:
Teresa E. Roane, Teresa E. Roane, PharmD, MBA, BCACP, CPh
Director Continuing Pharmacy Education; Clinical Associate Professor
University of Florida College of Pharmacy
Department of Pharmacotherapy & Translational Research
Email: teroane@ufl.edu
Phone Number: (352) 273-9692

Office Hours: By appointment only

Pre-Requisites:
The student must have successfully completed all required courses in the program.

Co-Requisites:
   None

Course Objectives

This graduate capstone course represents the pinnacle of learning. Students are expected to recall information, synthesize their knowledge acquired throughout their course of study, and apply it in a comprehensive written final examination. The final summative assessment is designed to demonstrate mastery of the program's content.

In addition, this course will:
   • Recall foundational facts of precision medicine, pharmacogenomics, and comprehensive medication management and apply this to case-based scenarios and examination questions.
   • Demonstrate evidence-based clinical decision making that incorporates clinical and genetic factors for patient case scenarios across a spectrum of diseases
   • Identify relevant and targeted treatment options based on evidence in presented scenarios
   • Identify the key components and steps required for the successful implementation of pharmacogenomics in clinical practice
   • Apply best practices to tailored scenarios in the curriculum

Relation to Program Outcomes

This 3-credit course is an elective course covers information pertaining to the following overarching program competency:
   • Knowledge SLO: Utilize core knowledge within the Pharmaceutical Sciences to interpret relationships between facts.
   • Problem-Solving/Critical Thinking SLO: Analyze and apply material from foundation and disease focused courses in the curriculum and synthesize a response to a complex problem/case.
   • Professional Communications: Effectively communicate information in their discipline in writing and/or

orally.

Instructional Method

This is an online course that includes a final summative test. Students will complete online assignments to assess their understanding of and provide their insight to the reading and coursework material of the individualized medicine program. Following the deadline for submitting the assignments, the instructor will grade the assignments. Throughout these learning activities, the instructor is available to clarify information via discussion board postings.

Course Materials and Technology

There is no required textbook or software for this course. The student will have access to handouts and other resources that are made available to conference participants. Journal articles, class notes developed by the instructor, or other required reading/resources will be provided to students through the course website.

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Course Schedule

The date for the final assessment is March 8th, 2024. The assessment will be taken online through Canvas.

Course Assignments:

Capstone Exam
On March 8th of the course, each student will be assigned a final summative exam. Students will complete the exam on Canvas. Late submissions will not be accepted.

ACADEMIC REQUIREMENTS AND GRADING

Assignment	Total Points	Percentage of Final Grade
Capstone Exam	100	100%

Grading Policy

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Percent	Grade	Grade Points
92.5 - 100.0	A	4.00
89.5 – 92.49	A-	3.67
86.5 – 89.49	B+	3.33
82.5 – 86.49	B	3.00
79.5 – 82.49	B-	2.67
76.5 – 79.49	C+	2.33
72.5 – 76.49	C	2.00
69.5 – 72.49	C-	1.67
66.5 – 69.49	D+	1.33
62.5 – 66.49	D	1.00
59.5 - 62.49	D-	0.67
< 59.50	E	0.00

Policy Related to Quizzes, Assignment submissions, and Discussion Board Participation

Make-Up Policy: Students will be allowed to make-up quizzes, assignments, and discussion board activities for acceptable reasons as described in the Graduate Catalog (see

http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance). Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Course Participation

This is an online course with optional attendance at the UF Precision Medicine Conference and therefore, attendance means you are expected to complete the course learning activities so that you meet the established deadlines. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: Students are expected to participate in online collaborations such as the asynchronous discussion board. Students should make sure that discussion board comments are posted on the correct discussion thread. Discussion board comments should be clearly written, relevant to the topic of discussion, use appropriate grammar and spelling, and concise.

Communication Guidelines: In all course communications including emails and treaded discussions, students are expected to follow Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment. The following link provides these guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/, http://gradschool.ufl.edu/students/introduction.html. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Academic Resources

> **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
>
> **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.
>
> **Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
>
> **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.
>
> **Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.
>
> **Student Complaints Campus**: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
>
> **On-Line Students Complaints**: http://www.distance.ufl.edu/student-complaint-process.

Course|New for request 19403

Info

Request: PHA 6XXX Principles of Drug Action & Development I
Description of request: New Course Request - Principles of Drug Action & Development I
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 12/21/2023 1:49:51 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    PHA

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

    Response:
    6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

    Response:
    XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

    Response:
    Intermediate

*   *1000 level = Introductory undergraduate*
*   *2000 level = Introductory undergraduate*
*   *3000 level = Intermediate undergraduate*
*   *4000 level = Advanced undergraduate*
*   *5000 level = Introductory graduate*
*   *6000 level = Intermediate graduate*
*   *7000 level = Advanced graduate*
*   *4000/5000= Joint undergraduate/graduate*
*   *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

> Response:
> Principles of Drug Action & Development I

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

> Response:
> Drug Action & Development I

Degree Type
Select the type of degree program for which this course is intended.

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

> Response:
> No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
15

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Students will be able to comprehensively describe drug classes discussed in this course which will enable them to effectively communicate with other scientists, medical professionals, and management during the drug development process.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
There are no co-requisites.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to

target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
There are no prerequisites.

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This is an elective course in the Master of Science in Pharmacy (M.S.P.) with a major in Pharmaceutical Sciences with a concentration in Pharmaceutical Chemistry.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
1. Preparing students for communication with other stakeholders in drug development by identifying current drug targets and applying mechanism of drug action.
2. Solidifying concepts in drug-target interactions through pharmacophore design and applications of rational drug design to optimize a structure for clinical testing.
3. Increasing the clinical and marketing success of a drug structure by optimizing pharmacokinetic and pharmacodynamic properties in early drug development.
4. Facilitating an in-depth understanding of medical and clinical concepts important to cross talk and engagement with other stakeholders during the development stages.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

Goodman & Gilman's The Pharmacological Basis of Therapeutics
Laurence L. Brunton, Björn C. Knollmann
Publisher: McGraw-Hill Professional
ISBN: 978-1-264-25807-9
14th edition
2023
Available online through the UF HSC Library

Foye's Principles of Medicinal Chemistry
Thomas Lemke, David A. Williams
Publisher: Wolters Kluwer Health/Lippincott Williams & Wilkins
ISBN: 9781451175721
7th edition
2013
Available online through the UF HSC Library

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: General principles
Week 2: Diuretics
Week 3: Anticoagulants
Weeks 4-5: Cardiovascular drugs - Vasodilators
Weeks 6-7: Cardiovascular drugs - Antihyperlipidemics
Week 8: Glucocorticoid steroids
Weeks 9-10: Vitamins
Week 11: Anesthetics and muscle relaxants
Week 12: Anesthetics and muscle relaxants
Week 13: Central nervous system – Cholinergic agents, Anticholinergics
Week 14: Central nervous system – Antiparkinson and Antialzheimer agents
Week 15: Central nervous system – Antipsychotics, antidepressants

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
- Written essay assignments (12); 20 points each; 64.9% of final grade
- Online quizzes (12); 10 points each; 32.4%% of final grade
- Drug of teh term assignment 91); 10 points; 2.7% of final grade

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Oliver Grundmann
Clinical Professor & Director
grundman@ufl.edu
(352)246-4994
Office Hours: Sundays 7-8 PM ET and on request

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

    Response:
    Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

    Response:
    Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

    Response:
    Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-

results/">https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

Principles of Drug Action & Development I

PHA6XXX

Class Periods: Online, Asynchronous
Location: Online, Asynchronous
Academic Term: Spring 2023

Instructor:

Oliver Grundmann
Clinical Professor & Director
grundman@ufl.edu
(352)246-4994
Office Hours: Sundays 7-8 PM ET and on request

Course Description

Students will be able to comprehensively describe drug classes discussed in this course which will enable them to effectively communicate with other scientists, medical professionals, and management during the drug development process.

Course Pre-Requisites / Co-Requisites
None

Course Objectives

1. Preparing students for communication with other stakeholders in drug development by identifying current drug targets and applying mechanism of drug action.
2. Solidifying concepts in drug-target interactions through pharmacophore design and applications of rational drug design to optimize a structure for clinical testing.
3. Increasing the clinical and marketing success of a drug structure by optimizing pharmacokinetic and pharmacodynamic properties in early drug development.
4. Facilitating an in-depth understanding of medical and clinical concepts important to cross talk and engagement with other stakeholders during the development stages.

Materials and Supply Fees
None

Recommended Textbooks and Software

- Goodman & Gilman's The Pharmacological Basis of Therapeutics
    - Laurence L. Brunton, Björn C. Knollmann
    - Publisher: McGraw-Hill Professional
    - ISBN: 978-1-264-25807-9
    - 14th edition
    - 2023
    - Available online through the UF HSC Library
- Foye's Principles of Medicinal Chemistry
    - Thomas Lemke, David A. Williams
    - Publisher: Wolters Kluwer Health/Lippincott Williams & Wilkins
    - ISBN: 9781451175721
    - 7th edition
    - 2013
    - Available online through the UF HSC Library

Course Schedule

Semester Week	Topic Module	Topic breakdown	Assignments/Quizzes	Readings

Week 1	Module 1	General principles	Assignment (20 points) & quiz (10 points) module 1	Foye's Principles of Medicinal Chemistry, 7th edition, Chapters 1, 2, 4; Goodman & Gilman, 14th edition, Chapters 1, 3, 4, 5
Week 2	Module 2	Diuretics	Assignment (20 points) & quiz (10 points) module 2	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 22; Goodman & Gilman, 14th edition, Chapters 29, 30
Week 3	Module 3	Anticoagulants	Assignment (20 points) & quiz (10 points) module 3	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 26; Goodman & Gilman, 14th edition, Chapter 36
Week 4 Week 5	Module 4	Cardiovascular drugs - Vasodilators	Assignment (20 points) & quiz (10 points) module 4	Foye's Principles of Medicinal Chemistry, 7th edition, Chapters 23, 24; Goodman & Gilman, 14th edition, Chapter2 31, 32, 33
Week 6 Week 7	Module 5	Cardiovascular drugs - Antihyperlipidemics	Assignment (20 points) & quiz (10 points) module 5	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 25; Goodman & Gilman, 14th edition, Chapter 37
Week 8	Module 6	Glucocorticoid steroids	Assignment (20 points) & quiz (10 points) module 6	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 28; Goodman & Gilman, 14th edition, Chapters 38, 39
Week 9 Week 10	Module 7	Vitamins	Assignment (20 points) & quiz (10 points) module 7	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 42
Week 11	Module 8	Anesthetics and muscle relaxants	Assignment (20 points) & quiz (10 points) module 8	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 16; Goodman & Gilman, 14th edition, Chapters 13, 24, 25
Week 12	Module 9	Central nervous system – Adrenergic agents	Assignment (20 points) & quiz (10 points) module 9	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 10; Goodman & Gilman, 14th edition, Chapters 10, 14
Week 13	Module 10	Central nervous system – Cholinergic agents, Anticholinergics	Assignment (20 points) & quiz (10 points) module 10	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 9; Goodman & Gilman, 14th edition, Chapters 11, 12
Week 14	Module 11	Central nervous system – Antiparkinson and Antialzheimer agents	Assignment (20 points) & quiz (10 points) module 11	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 13; Goodman & Gilman, 14th edition, Chapter 21
Week 15	Module 12	Central nervous system – Antipsychotics, antidepressants	Assignment (20 points) & quiz (10 points) module 12	Foye's Principles of Medicinal Chemistry, 7th edition, Chapters 14, 18; Goodman & Gilman, 14th edition, Chapters 18, 19

Week 16		Semester ends		

Attendance Policy, Class Expectations, and Make-Up Policy

There is no formal process for taking attendance in this online course. This course is 100% asynchronous and there are no live meeting times. Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor.   In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities.   Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Make-up Policy: Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

Class Participation: Students are expected to constructively join in bulletin board discussions, with appropriate preparation; to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Written essay assignments (12)	20 points each, 240 points	64.9%
Online quizzes (12)	10 points each, 120 points	32.4%
Drug of the term assignment (1)	10 points	2.7%
		100%

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
88.0 - 89.9	A-	3.67
85.0 - 87.9	B+	3.33
80.0 – 84.9	B	3.00
78.0 - 79.9	B-	2.67
75.0 - 77.9	C+	2.33
70.0 – 74.9	C	2.00
68.0 - 69.9	C-	1.67
65.0 - 67.9	D+	1.33
60.0 - 64.9	D	1.00
58.0 - 59.9	D-	0.67

Percent	Grade	Grade Points
0 - 57.9	E	0.00

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources:
Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

Course|New for request 19402

Info

Request: PHA 6XXX Principles of Drug Action & Development II
Description of request: New Course Request - Principles of Drug Action & Development II
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 12/21/2023 2:07:56 PM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
PHA

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

Response:
6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

Response:
Intermediate

*   *1000 level = Introductory undergraduate*
*   *2000 level = Introductory undergraduate*
*   *3000 level = Intermediate undergraduate*
*   *4000 level = Advanced undergraduate*
*   *5000 level = Introductory graduate*
*   *6000 level = Intermediate graduate*
*   *7000 level = Advanced graduate*
*   *4000/5000= Joint undergraduate/graduate*
*   *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

> Response:
> Principles of Drug Action & Developement II

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

> Response:
> Drug Action & Developement II

Degree Type
Select the type of degree program for which this course is intended.

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

> Response:
> No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
15

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Learn how to predict the solubilities, structure-activity relationships, basic synthesis routes for selected structures, metabolism and pharmacological activity/potency of drug classes and individual members of classes based on the contribution of their functional groups to their structures. Antidiabetics, anticonvulsants, H1 and H2 antagonists, analgesics, nonsteroidal anti-inflammatory drugs, hormones, antibiotics, antiviral agents, and antineoplastic agents are covered.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
There are no co-requisites for this course.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
There are no pre-requisites for this course.

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This is a 3 credit hour elective course in the Master of Science in Pharmacy (M.S.P.) with a major in Pharmaceutical Sciences with a concentration in Pharmaceutical Chemistry.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
1. Preparing students for communication with other stakeholders in drug development by identifying current drug targets and applying mechanism of drug action.
2. Solidifying concepts in drug-target interactions through pharmacophore design and applications of rational drug design to optimize a structure for clinical testing.
3. Increasing the clinical and marketing success of a drug structure by optimizing pharmacokinetic and pharmacodynamic properties in early drug development.
4. Facilitating an in-depth understanding of medical and clinical concepts important to cross talk and engagement with other stakeholders during the development stages.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Recommended Textbooks and Software
Goodman & Gilman's The Pharmacological Basis of Therapeutics
Laurence L. Brunton, Björn C. Knollmann
Publisher: McGraw-Hill Professional
ISBN: 978-1-264-25807-9
14th edition
2023
Available online through the UF HSC Library

Foye's Principles of Medicinal Chemistry
Thomas Lemke, David A. Williams
Publisher: Wolters Kluwer Health/Lippincott Williams & Wilkins
ISBN: 9781451175721
7th edition
2013

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: Anti-diabetes Drugs
Week 2 2: Anti-epileptic Drugs
Week 3: Antihistamines
Weeks 4-5: Narcotic Analgetics
Week 6: Nonsteroidal Anti-Inflammatory Drugs
Week 7: Nonsteroidal Anti-Inflammatory Drugs
Week 8: Antibiotic Agents – Sulfonamides & Quinolones
Week 9-10: Antibiotic Agents – Penicillins
Week 11: Antibiotic Agents – Cephalosporins, Carbapenems, and Monobactams
Week 12: Antibiotic Agents – Tetracyclines & Macrolides
Week 13 Antibiotic Agents – Aminoglycosides & Other Antibiotics
Week 14: Antiviral Agents
Week 15: Chemotherapeutic Agents

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
- Written essay assignments (13); 20 points each; 65% of final grade
- Online quizzes (13); 10 points each; 32.5% of final grade
- Drug of the term assignment; 10 points; 2.5% of final grade

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Oliver Grundmann
Clinical Professor & Director
grundman@ufl.edu
(352)246-4994
Office Hours: Sundays 7-8 PM ET and on request

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

Response:
Yes

Principles of Drug Action & Development II

PHA6XXX
Class Periods: Online, Asynchronous
Location: Online, Asynchronous
Academic Term: Fall 2023

Instructor:
Oliver Grundmann
Clinical Professor & Director
grundman@ufl.edu
(352)246-4994
Office Hours: Sundays 7-8 PM ET and on request

Course Description

In recent years an increasing demand for antibiotic and antiviral drugs, as well as new approaches to chemotherapy treatment have been noted. Students are shown how to predict the solubilities, structure-activity relationships, basic synthesis routes for selected structures, metabolism and pharmacological activity/potency of drug classes and individual members of classes based on the contribution of their functional groups to their structures. Antidiabetics, anticonvulsants, H1 and H2 antagonists, analgesics, nonsteroidal anti-inflammatory drugs, hormones, antibiotics, antiviral agents, and antineoplastic agents are covered. At the completion of the course, students will be able to effectively communicate with medical, legal, and management professionals about the drug classes covered in this class to drive the drug development process.

Course Pre-Requisites / Co-Requisites
None

Course Objectives
1. Preparing students for communication with other stakeholders in drug development by identifying current drug targets and applying mechanism of drug action.
2. Solidifying concepts in drug-target interactions through pharmacophore design and applications of rational drug design to optimize a structure for clinical testing.
3. Increasing the clinical and marketing success of a drug structure by optimizing pharmacokinetic and pharmacodynamic properties in early drug development.
4. Facilitating an in-depth understanding of medical and clinical concepts important to cross talk and engagement with other stakeholders during the development stages.

Materials and Supply Fees
None

Recommended Textbooks and Software
- Goodman & Gilman's The Pharmacological Basis of Therapeutics
    - Laurence L. Brunton, Björn C. Knollmann
    - Publisher: McGraw-Hill Professional
    - ISBN: 978-1-264-25807-9
    - 14th edition
    - 2023
    - Available online through the UF HSC Library
- Foye's Principles of Medicinal Chemistry
    - Thomas Lemke, David A. Williams
    - Publisher: Wolters Kluwer Health/Lippincott Williams & Wilkins
    - ISBN: 9781451175721
    - 7th edition
    - 2013

Course Schedule

Semester Week	Topic Module	Topic breakdown	Assignments/Quizzes	Readings
Week 1	Module 1	Anti-diabetes Drugs	Assignment (20 points) & quiz (10 points) module 1	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 27; Goodman & Gilman, 14th edition, Chapter 51
Week 2	Module 2	Anti-epileptic Drugs	Assignment (20 points) & quiz (10 points) module 2	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 17; Goodman & Gilman, 14th edition, Chapter 20
Week 3	Module 3	Antihistamines	Assignment (20 points) & quiz (10 points) module 3	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 32; Goodman & Gilman, 14th edition, Chapter 43
Week 4 Week 5	Module 4	Narcotic Analgetics	Assignment (20 points) & quiz (10 points) module 4	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 20; Goodman & Gilman, 14th edition, Chapter 23
Week 6	Module 5	Nonsteroidal Anti-Inflammatory Drugs	Assignment (20 points) & quiz (10 points) module 5	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 31; Goodman & Gilman, 14th edition, Chapter 42
Week 7	Module 6	Sex Hormones & Steroids	Assignment (20 points) & quiz (10 points) module 6	Foye's Principles of Medicinal Chemistry, 7th edition, Chapters 40, 41; Goodman & Gilman, 14th edition, Chapters 48,49
Week 8	Module 7	Antibiotic Agents – Sulfonamides & Quinolones	Assignment (20 points) & quiz (10 points) module 7	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 33; Goodman & Gilman, 14th edition, Chapters 56, 57
Week 9 Week 10	Module 8	Antibiotic Agents – Penicillins	Assignment (20 points) & quiz (10 points) module 8	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter; Goodman & Gilman, 14th edition, Chapters 58
Week 11	Module 9	Antibiotic Agents – Cephalosporins, Carbapenems, and Monobactams	Assignment (20 points) & quiz (10 points) module 9	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 33; Goodman & Gilman, 14th edition, Chapter 58
Week 12	Module 10	Antibiotic Agents – Tetracyclines & Macrolides	Assignment (20 points) & quiz (10 points) module 10	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 33; Goodman & Gilman, 14th edition, Chapter 58
Week 13	Module 11	Antibiotic Agents – Aminoglycosides & Other Antibiotics	Assignment (20 points) & quiz (10 points) module 11	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 33; Goodman & Gilman, 14th edition, Chapter 59
Week 14	Module 12	Antiviral Agents	Assignment (20 points) & quiz (10 points) module 12	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 38; Goodman & Gilman, 14th edition, Chapters 62, 63, 64

Week 15	Module 13	Chemotherapeutic Agents	Assignment (20 points) & quiz (10 points) module 13	Foye's Principles of Medicinal Chemistry, 7th edition, Chapter 37; Goodman & Gilman, 14th edition, Chapters 69, 70, 71, 72, 73
Week 16		Semester ends		

Attendance Policy, Class Expectations, and Make-Up Policy

There is no formal process for taking attendance in this online course. This course is 100% asynchronous and there are no live meeting times. Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor. In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Make-up Policy: Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

Class Participation: Students are expected to constructively join in bulletin board discussions, with appropriate preparation; to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Written essay assignments (13)	20 points each, 260 points	65%
Online quizzes (13)	10 points each, 130 points	32.5%
Drug of the term assignment (1)	10 points	2.5%
		100%

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
88.0 - 89.9	A-	3.67
85.0 - 87.9	B+	3.33
80.0 – 84.9	B	3.00
78.0 - 79.9	B-	2.67
75.0 - 77.9	C+	2.33
70.0 – 74.9	C	2.00
68.0 - 69.9	C-	1.67

Percent	Grade	Grade Points
65.0 - 67.9	D+	1.33
60.0 - 64.9	D	1.00
58.0 - 59.9	D-	0.67
0 - 57.9	E	0.00

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources:
Health and Wellness

> **U Matter, We Care:**
> If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
>
> **Counseling and Wellness Center:** counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
>
> **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

Course|New for request 19389

Info

Request: PHA 6XXX The Toxicology of Licit & Illicit Drugs of Abuse
Description of request: New Course Request The Toxicology of Licit & Illicit Drugs of Abuse
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 12/14/2023 10:06:22 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> PHA

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

> Response:
> 6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

> Response:
> None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

> Response:
> Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

> Response:
> The Toxicology of Licit & Illicit Drugs of Abuse

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

> Response:
> Tox of Licit & Illicit Drugs

Degree Type
Select the type of degree program for which this course is intended.

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

> Response:
> No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
15

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Recognizing the symptoms of toxidromes early, providing adequate intervention and treatment to the patient, and ensuring the safety of those delivering care are critical components of this course. Following a brief recap of the basics of medical toxicology and toxidromes, the course will focus on the different classes of drugs, their commonly encountered abuse, treatment approaches, and legal components such as drug testing.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
There are no required co-requisites.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
There are no required pre-requisites.

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This is required course in the Master of Science in Pharmacy (M.S.P.) with a major in Pharmaceutical Sciences with a concetration in Toxicology.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Course Objectives
1. Classify drugs of abuse according to their pharmacology
2. Recognize toxidromes specific to certain licit and illicit drugs of abuse
3. Recognize licit and illicit drugs of abuse by the drug's physical properties
4. Recognize licit and illicit drugs of abuse by "street" terminology
5. Assess the limitations of drug screening in licit and illicit drugs of abuse
6. Discuss the complexity of identification when encountering "polypharmacy" abuse
7. Understand the concept of "analogs" when screening for drugs of abuse
8. Distinguish variance of effects based upon routes of administration
9. Describe potential risks, and relative safety measures, to be considered by healthcare professionals when caring for substance abuse patients

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Karch's Pathology of Drug Abuse
Steven B. Karch, Olaf Drummer
Publisher: CRC Press
ISBN: 978-1439861462
5th edition
2015
Available online through the UF HSC Library

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: Principles of Toxicology for Medical Professionals
Week 2: CNS Depressants - Opiates and Opioids (Part One)
Week 3: CNS Depressants - Opiates and Opioids (Part Two)
Weeks 4&5: CNS Depressants – Benzodiazepines
Weeks 6&7: Hallucinogens – Cathinones and Novel Psychoactive Substances
Week 8: Hallucinogens – Natural and Synthetic Cannabinoids
Week 9-10: Hallucinogens – MDMA (Ecstasy)
Week 11: CNS Stimulants – Cocaine
Week 12: CNS Stimulants – Methamphetamine
Week 13: Poly-Pharmacy - Manifestations and Treatment Concerns
Week 14: Specialized Drugs of Abuse (Performance Enhancement, Sexual Assault)
Week 15: Putting it All Together

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
88.0 - 89.9	A-	3.67
85.0 - 87.9	B+	3.33
80.0 – 84.9	B	3.00
78.0 - 79.9	B-	2.67
75.0 - 77.9	C+	2.33
70.0 – 74.9	C	2.00
68.0 - 69.9	C-	1.67
65.0 - 67.9	D+	1.33
60.0 - 64.9	D	1.00

58.0 - 59.9 D-   0.67
0 - 57.9   E   0.00

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Sharon Kelley, PhD
Adjunct faculty
skelley@ufl.edu
(352)246-4994

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

  Response:
  Yes

The Toxicology of Licit & Illicit Drugs of Abuse
PHA6XXX (3 credit hours, letter-graded)
Class Periods: Online, Asynchronous
Location: Online, Asynchronous
Academic Term: Summer 2023

Instructor:
Sharon Kelley, PhD
Adjunct faculty
skelley@ufl.edu
(352)246-4994
Office Hours: On request

Course Description

A wide range of drugs are frequently encountered in the ED and in everyday practice settings. Among them are a majority of cases of substance use disorders that involve both licit and illicit drugs.

Recognizing the symptoms of toxidromes early, providing adequate intervention and treatment to the patient, and ensuring the safety of those delivering care are critical components of this course. Following a brief recap of the basics of medical toxicology and toxidromes, the course will focus on the different classes of drugs, their commonly encountered abuse, treatment approaches, and legal components such as drug testing.

Course Pre-Requisites / Co-Requisites
None

Course Objectives
1. Classify drugs of abuse according to their pharmacology
2. Recognize toxidromes specific to certain licit and illicit drugs of abuse
3. Recognize licit and illicit drugs of abuse by the drug's physical properties
4. Recognize licit and illicit drugs of abuse by "street" terminology
5. Assess the limitations of drug screening in licit and illicit drugs of abuse
6. Discuss the complexity of identification when encountering "polypharmacy" abuse
7. Understand the concept of "analogs" when screening for drugs of abuse
8. Distinguish variance of effects based upon routes of administration
9. Describe potential risks, and relative safety measures, to be considered by healthcare professionals when caring for substance abuse patients

Materials and Supply Fees

Use UF VPN to access UF Library when off-campus. Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Required Textbooks and Software
- Karch's Pathology of Drug Abuse
    - Steven B. Karch, Olaf Drummer
    - Publisher: CRC Press
    - ISBN: 978-1439861462
    - 5th edition

- 2015
- Available online through the UF HSC Library

Educational Technology Use
The following technology below will be used during the course and the student must have the appropriate technology and software.

Canvas™ Learning Management System
For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

Course Schedule

Semester Week	Topic Module	Topic breakdown	Assignments/Quizzes	Readings
Week 1	Module 1	Principles of Toxicology for Medical Professionals	Assignment (20 points) & quiz (20 points) module 1	https://www.dea.gov/factsheets https://www.dea.gov/resources/media-galleries https://www.dea.gov/drug-information/drug-scheduling
Week 2	Module 2	CNS Depressants - Opiates and Opioids (Part One)	Assignment (20 points) & quiz (20 points) module 2	Chapter 5.1 – 5.8, https://www.dea.gov/alert/dea-reports-widespread-threat-fentanyl-mixed-xylazine https://www.ama-assn.org/system/files/issue-brief-increases-in-opioid-related-overdose.pdf https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3343634/
Week 3	Module 3	CNS Depressants - Opiates and Opioids (Part Two)	Assignment (20 points) & quiz (20 points) module 3	Chapters 5.11 – 5.12.4, https://academic.oup.com/jat/advance-article-abstract/doi/10.1093/jat/bkab032/6209062?redirectedFrom=fulltext https://www.dea.gov/sites/default/files/2022-12/The%20Growing%20Threat%20of%20Xylazine%20and%20its%20Mixture%20with%20Illicit%20Drugs.pdf https://www.tctmd.com/news/infective-endocarditis-iv-drug-users-doesnt-always-match-expectations https://pubmed.ncbi.nlm.nih.gov/32796207/ https://www.drugabuse.gov/publications/drugfacts/kratom
Week 4 Week 5	Module 4	CNS Depressants – Benzodiazepines	Assignment (20 points) & quiz (20 points) module 4	https://www.emcdda.europa.eu/publications/drug-profiles/benzodiazepines_en https://www.ncbi.nlm.nih.gov/books/NBK482238/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5135539/ https://www.usnews.com/news/health-news/articles/2021-08-26/fatal-ods-from-illicit-tranquilizers-jumped-6-fold-during-pandemic
Week 6 Week 7	Module 5	Hallucinogens – Cathinones and Novel Psychoactive Substances	Assignment (20 points) & quiz (20 points) module 5	Chapter 3.5 – 3.7, https://nypost.com/2021/06/11/nearly-7-tons-of-stimulant-drug-khat-seized-at-nj-terminal-officials/

				https://www.detroitnews.com/story/news/local/detroit-city/2020/09/01/over-440-lbs-stimulant-drug-khat-seized-ambassador-bridge/5683398002/ https://www.wlwt.com/article/cincinnati-customs-agents-make-largest-synthetic-drug-bust-in-port-history/32979932# https://www.drugabuse.gov/publications/drugfacts/synthetic-cathinones-bath-salts https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3909723/
Week 8	Module 6	Hallucinogens – Natural and Synthetic Cannabinoids	Assignment (20 points) & quiz (20 points) module 6	Chapter 9, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6312155/ https://analyticalsciencejournals.onlinelibrary.wiley.com/doi/abs/10.1002/dta.2935 https://jamanetwork.com/journals/jamapsychiatry/fullarticle/2767219 https://www.drugabuse.gov/drugs-abuse/synthetic-cannabinoids-k2spice https://www.sciencedaily.com/releases/2018/06/180608003218.htm https://people.com/sports/aaron-rodgers-defends-ayahuasca-says-he-may-be-called-to-psychedelic-again
Week 9 Week 10	Module 7	Hallucinogens – MDMA (Ecstasy)	Assignment (20 points) & quiz (20 points) module 7	Chapter 4
Week 11	Module 8	CNS Stimulants – Cocaine	Assignment (20 points) & quiz (20 points) module 8	Chapter 1 – 1.8, 1.11 – 1.23, https://www.documentcloud.org/documents/331466-whitney-houston
Week 12	Module 9	CNS Stimulants – Methamphetamine	Assignment (20 points) & quiz (10 points) module 9	Chapter 3.1, https://nida.nih.gov/news-events/news-releases/2021/09/methamphetamine-involved-overdose-deaths-nearly-tripled-between-2015-to-2019-nih-study-finds https://bja.ojp.gov/library/publications/resurgence-methamphetamines-methamphetamine-abuse-associated-opioid-crisis https://www.theatlantic.com/magazine/archive/2021/11/the-new-meth/620174/ https://www.zocalopublicsquare.org/2020/01/08/the-world-war-ii-wonder-drug-that-never-left-japan/ideas/essay/ https://www.everycrsreport.com/files/20070124_RL33857_d79d08e696d2f425a2ca7857829cf9244e498618.pdf
Week 13	Module 10	Poly-Pharmacy - Manifestations and	Assignment (20 points) & quiz (20 points) module 10	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC775128 https://www.vox.com/science-and-health/2018/5/4/17307296/cocaine-opioid-crisis-fentanyl-overdose

Week	Module			
		Treatment Concerns		https://nypost.com/2022/03/19/inside-secret-drug-culture-at-west-point-other-military-schools/
Week 14	Module 11	Specialized Drugs of Abuse (Performance Enhancement, Sexual Assault)	Assignment (20 points) & quiz (20 points) module 11	Chapter 6.4 - 6.5, https://www.chicagotribune.com/people/health/ct-health-date-rape-drug-facilitated-sexual-assault-20210708-rrh6vog3tbdprm5xjdlixmalhi-story.html https://thehill.com/regulation/international/577708-uk-sees-increase-in-women-being-needle-spiked-with-date-rape-drugs
Week 15	Module 12	Putting it All Together	Final assignment (80 points)	State of Florida versus Anthony Matthews and Jerald Albright.docx
Week 16		Semester ends		

Attendance Policy, Class Expectations, and Make-Up Policy

There is no formal process for taking attendance in this online course. This course is 100% asynchronous and there are no live meeting times. Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor.   In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities.   Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Make-up Policy: Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

Class Participation: Students are expected to constructively join in bulletin board discussions, with appropriate preparation; to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Written essay assignments (11)	20 points each, 220 points	42.5%
Online quizzes (11)	20 points each, 220 points	42.5%
Final assignment (1)	80 points	15%
		100%

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
88.0 - 89.9	A-	3.67
85.0 - 87.9	B+	3.33
80.0 – 84.9	B	3.00
78.0 - 79.9	B-	2.67
75.0 - 77.9	C+	2.33
70.0 – 74.9	C	2.00
68.0 - 69.9	C-	1.67
65.0 - 67.9	D+	1.33
60.0 - 64.9	D	1.00
58.0 - 59.9	D-	0.67
0 - 57.9	E	0.00

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report

any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments. If a text is required for this class, students are expected to have access to it for successful completion of assignments.

Dropping a Course: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Registrar - Dates and Deadlines). Students must not assume they will be automatically dropped if they fail to participate in the course learning activities. Deleting yourself from the course roster does not officially withdraw you from a course. Please email DESS at dess@ahc.ufl.edu if you wish to withdraw from your class. ***Students from partner universities must contact their school to determine how/if they can drop a class.**

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT
Expectations Regarding Course Behavior: Students are expected to participate in online collaborations such as the asynchronous discussion board. Students should make sure that discussion board comments are posted on the correct discussion thread. Discussion board comments should be clearly written, relevant to the topic of discussion, use appropriate grammar and spelling, and concise.

Communication Guidelines: In all course communications including emails and treaded discussions, students are expected to follow Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment. The following link provides these guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Academic Honesty: Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

> *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

> *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code.

Students are also not allowed to use any apps or websites such as Quizlet, Course Hero, or anything similar even it is not listed here to share their assignments and the course notes **OR** to obtain assignment responses. Use of such sites without the specific permission of instructors or program directors are a violation of UF Copyright rules and UF student honor policies. Such violations could result in the student's expulsion from the University of Florida.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

Use of Chatbots and Artificial Intelligence (ChaptGPT): Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.

- "Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work."

Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses. If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

Expectations Regarding Course Behavior: Students are expected to participate in online collaborations such as the discussion board. Students should make sure that discussion board comments are posted on the correct discussion thread. Discussion board comments should be clearly written, relevant to the topic of discussion, use appropriate grammar and spelling, and concise.

Communication Guidelines: In all course communications including emails and discussions, students are expected to follow the UF Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment.

SUPPORT SERVICES
Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.
Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center 352-392-1575** offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- **You Matter We Care** website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- **The Student Health Care Center at Shands** is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- **Crisis intervention is always available 24/7 from:**
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

Course|New for request 19467

Info

Request: WIS 6XXX Stakeholder Engagement in Natural Resources
Description of request: This request is for a permanent course number for WIS6934, Stakeholder engagement in natural resources. This course exposes students to the importance of engaging with diverse stakeholders and communities in the context of natural resource decision-making. The course will enhance skills in planning and implementing stakeholder engagement processes and in monitoring and evaluation of these processes.
Submitter: Nia Morales n.morales@ufl.edu
Created: 2/5/2024 3:10:24 PM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    WIS

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

    Response:
    6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

    Response:
    xxx

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

Response:
Intermediate

- *1000 level = Introductory undergraduate*
- *2000 level = Introductory undergraduate*
- *3000 level = Intermediate undergraduate*
- *4000 level = Advanced undergraduate*
- *5000 level = Introductory graduate*
- *6000 level = Intermediate graduate*
- *7000 level = Advanced graduate*
- *4000/5000= Joint undergraduate/graduate*
- *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Stakeholder Engagement in Natural Resources

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Stakeholder Engagement in NR

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course introduces the concept of stakeholders and builds understanding of diverse perspectives of people that affect or are affected by natural resource decisions. The course also provides students with a variety of tools to engage with communities/groups for effective decision-making.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
none

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
Over the course of a conservation professional's career, they will likely have to interact with stakeholders and others who are directly or indirectly impacted by natural resource decision-making. This course exposes graduate students to the concepts related to engagement with diverse stakeholders, the importance of understanding these various groups' positions, interests, and needs, and gives them skills and techniques to effectively engage with communities. Currently, in the wildlife department, there are no other courses that focus specifically on stakeholder and community engagement.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
In this course students will:
• Define stakeholders and assess the importance of engaging with communities for natural resource decision-making
• Interpret positions, interests, and needs of diverse stakeholders in order to develop effective and appropriate methods of engagement
• Be able to effectively use a variety of tools to engage with stakeholders and be able to identify when to use these tools
• Be able to evaluate the success of stakeholder engagement using appropriate techniques

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
- Sharfstein, J.M. 2016. Banishing "Stakeholders". The Millbank Quarterly, 94(3) 476-479
- Leong, K.M., Decker, D., and Luaber, B. 2012. Chapter 3: Stakeholders as beneficiaries of wildlife management in Human Dimensions of Wildlife Management.
- Sterling, E. et al. 2017. Assessing the evidence for stakeholder engagement in biodiversity conservation. Biological Conservation, 209, 159-171
- Reed. M. 2008. Stakeholder participation for environmental management: A literature review. Biological Conservation, 141, 2417-2431
- Grimble, R. 1998. Stakeholder Methodologies in Natural Resource Management. Natural Resources Institute
- Haddaway, N.R., et al. 2017. A framework for stakeholder engagement during systematic reviews and maps in environmental management. Environmental Evidence, 6 (11).
- The MSP Guide. 2016. Practical Action Publishing. ISBN 978-1-85339-965-7
- National Audubon Society. 2011. Tools of Engagement: A Toolkit for Engaging People in Conservation
- Talley, J.L., Schneider, J., and Lindquist, E. 2016. A simplified approach to stakeholder engagement in natural resource management: The five-feature framework. Ecology and Society, 21(4).
- Arnold, J. and Bartels, W.L. Ch 12: Participatory methods for measuring and monitoring governance.
- Kaner. Ch 9: Alternatives to open discussion in Facilitator's Guide to Participatory Decision-Making.
- Bhattacherjee, A. 2012. Social Science Research: Principles, methods, and practices. University of South Florida
- Coleman, E., et al. 2019. Stakeholder engagement increases transparency, satisfaction, and civic action. PNAS 116(49)
- Ford,j. et al. 2020. Factors affecting trust among natural resource stakeholders, partners, and strategic alliance members: A meta-analytic investigation. Frontiers in Communication, 5(9)
- Fisher, R and Ury, W. 1981. Getting to Yes
- Cooke, S. et al. 2017. Considerations for effective science communication. FACETS 2, 233-248
- Pettigrew, T. 2021. Advancing intergroup contact theory. Society for the Psychological Study of Social Issues, 77, 258-273
- Iyengar, S. and Massey, D. 2019. Scientific Communication in a Post-truth Society. PNAS, 116(16)
- Cvitanovic, et al. 2021. Strategies for building and managing trust to enable knowledge exchange at the interface of environmental science and policy. Environmental Science and Policy, 123
- Turner, R. et al. Trust, confidence, and equity affect the legitimacy of natural resource governance. 2016. Ecology and Society. 21(3)
- BiodivERsA Stakeholder Engagement Handbook. 2014.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1 (8/24): What are Stakeholders?
Week 2 (8/29 & 8/31): Understanding Stakeholders
Week 3 (9/5 & 9/7): Frameworks for SH engagement
Week 4 (9/12 & 9/14): Methods and tools of engagement Pt I (Engagement Methods)
Week 5 (9/19 & 9/21): Methods and tools of engagement Pt II (Social Science Methods)
Week 6 (9/26 & 9/28): Stakeholder Engagement Case Study
Week 7 (10/3 & 10/5): Negotiation & Conflict
Week 8 (10/10 & 10/12): Negotiation Case Study
Week 9 (10/17 & 10/19): Science Communication
Week 10 (10/24 & 10/26): Science Communication II
Week 11 (10/31 & 11/2): Trust, Power, and Equity SH engagement
Week 12 (11/7 & 11/9): Trust, Power, and Equity SH engagement II
Week 13 (11/14 & 11/16): Evaluation of SH engagement
Week 15 (11/28 & 11/30): Presentations

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Concept Map 1; 10 pts; In class, create a concept map of your understanding of stakeholder engagement in natural resource conservation
Stakeholder Matrix; 10 pts; Fill out a stakeholder matrix based on the video watched in class
Semester Project Pt I: 100 pts; Issue and background. See Canvas for detailed instructions.
Wolf Case Study: 20 pts; Participation & debrief
Semester Project Pt II: 100 pts; Literature review and methods. See Canvas for detailed instructions.
Harvard Negotiation: 20 pts; Participation & debrief
Semester Project Pt III: 100 pts; Expanded methodology. See Canvas for detailed instructions.
Semester Project Presentation: 100pts; 5 minute presentation of your stakeholder engagement plan
Presentation Peer Review: 20 pts; peer review of your presentation
Concept Map II: 10 pts; In class, create a concept map of your understanding of stakeholder engagement in natural resource conservation
Overall Participation: 10 pts; 10 pts for consistent engagement and participation in class, 5 pts for partial engagement, 0 pts for consistent absence or lack of engagement

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Nia Morales

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of

Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

WIS6934: Stakeholder Engagement in Natural Resources

3 credits

I. Course Information

Fall 2023

Meeting Day/Time: Tuesday: Period 4 (10:40am-11:30 am) & Thursday Period 4-5 (10:40am-12:35pm)

Location: Tuesday NZH 0219, Thursday NZH 0222

Instructor

Nia Morales, Assistant Professor of Human Dimensions

Email: n.morales@ufl.edu

Office location: 316 Newins-Ziegler Hall

Office hours: TBA (and by appointment)

Phone: (352) 846-0630

Course Description

This course introduces the concept of stakeholders and builds understanding of diverse perspectives of people that affect or are affected by natural resource decisions. The course also provides students with a variety of tools to engage with communities/groups for effective decision-making.

Learning Objectives

In this course students will:

- Define stakeholders and assess the importance of engaging with communities for natural resource decision-making
- Interpret positions, interests, and needs of diverse stakeholders in order to develop effective and appropriate methods of engagement
- Be able to effectively use a variety of tools to engage with stakeholders and be able to identify when to use these tools
- Be able to evaluate the success of stakeholder engagement using appropriate techniques

Required Textbook

None. Readings will be posted on Canvas

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Due Date	Points
Concept Map 1	In class, create a concept map of your understanding of stakeholder engagement in natural resource conservation	Submit map at end of class	8/24	10
Stakeholder Matrix	Fill out a stakeholder matrix based on the video watched in class	Submit to Canvas	9/10	10
Semester Project Pt I	Issue and background. See Canvas for detailed instructions.	Submit to Canvas	9/24	100
Wolf Case Study	Participation & debrief	Peer review and debrief submitted to Canvas	10/15	20
Semester Project Pt II	Literature review and methods. See Canvas for detailed instructions.	Submit to Canvas	10/22	100
Harvard Negotiation	Participation & debrief	Peer review and debrief submitted to Canvas	10/29	20
Semester Project Pt III	Expanded methodology. See Canvas for detailed instructions.	Submit to Canvas	11/12	100
Semester Project Presentation	Upload presentation. See Canvas for detailed instructions.	Submit to Canvas	11/26	100
Presentation Peer Review	See Canvas for detailed instructions.	Submit to Canvas	12/5	20
Concept Map II	Create a concept map of your understanding of stakeholder engagement in natural resource conservation	Due at end of class	12/5	10
Overall Participation				10
			Total	500

2. Weekly Course Schedule

Date	Topic	Assigned Work Due
Week 1 (8/24): What are Stakeholders?		
Readings	Decker ch 3	Concept map I (turn in at end of class 8/24)
Activities		
Week 2 (8/29 & 8/31): Understanding Stakeholders		
Readings	Reed 2008 & Sterling 2017	
Activities		
Week 3 (9/5 & 9/7): Frameworks for SH engagement		
Readings	Choose a framework and browse the document (listed on Canvas)	Stakeholder matrix from week 2 video due 9/10
Activities		
Week 4 (9/12 & 9/14): Methods and tools of engagement Pt I (Engagement Methods)		
Readings	Arnold and Bartels Ch12 & Kaner Ch9	
Activities	9/14- Guest Lecture, Wendy-Lin Bartels	
Week 5 (9/19 & 9/21): Methods and tools of engagement Pt II (Social Science Methods)		
Readings	Bhattacherjee 2012 Ch 9 & 11 Jacobson Ch 5	Part I of semester project due 9/24
Activities	Roles assigned for next week	
Week 6 (9/26 & 9/28): Stakeholder Engagement Case Study		
Readings	Background and supplemental info for your roles	Please read your supplemental materials before class on Tuesday!
Activities	Wolf Case Study	
Week 7 (10/3 & 10/5): Negotiation & Conflict		
Readings	Getting to Yes (skim)	
Activities	Roles assigned for next week	
Week 8 (10/10 & 10/12): Negotiation Case Study		
Readings	Background info for your roles	Wolf Case Study Debrief due 10/15
Activities		

Week 9 (10/17 & 10/19): Science Communication		
Readings	Cooke 2017	Part II of semester project due 10/22
Activities		
Week 10 (10/24 & 10/26): Science Communication II		
Readings	TBD	Negotiation Debrief due 10/29
Activities	10/24- Guest Lecture: Jamie Loizzo	
Week 11 (10/31 & 11/2): Trust, Power, and Equity SH engagement		
Readings	Ford et al. 2020	
Activities		
Week 12 (11/7 & 11/9) Env & Social Justice		
Readings	TBD	Part III of semester project due 11/12
Activities		
Week 13 (11/14 & 11/16): Evaluation of SH engagement		
Readings	Jacobson Ch 11	
Activities		
Week 14 (11/21 & 11/23): No Class this Week- Thanksgiving		
Readings	None	Upload presentation by 11/26
Activities	None	
Week 15 (11/28 & 11/30): Presentations		
Readings	None	
Activities	Present semester projects	
Week 16 (12/4): Presentations & Course Evaluation		
Readings	None	Concept map II due at end of class
Activities		Peer reviews due at end of class

3. Reading List

Listed readings in course schedule:

- Arnold, J. and Bartels, W.L. Ch 12: Participatory methods for measuring and monitoring governance.
- BiodivERsA Stakeholder Engagement Handbook. 2014.
- Cooke, S. et al. 2017. Considerations for effective science communication. FACETS 2, 233-248
- Cvitanovic, et al. 2021. Strategies for building and managing trust to enable knowledge exchange at the interface of environmental science and policy. Environmental Science and Policy, 123
- Ford, J. et al. 2020. Factors affecting trust among natural resource stakeholders, partners, and strategic alliance members: A meta-analytic investigation. Frontiers in Communication, 5(9)
- Fisher, R and Ury, W. 1981. Getting to Yes
- Grimble, R. 1998. Stakeholder Methodologies in Natural Resource Management. Natural Resources Institute
- Haddaway, N.R., et al. 2017. A framework for stakeholder engagement during systematic reviews and maps in environmental management. Environmental Evidence, 6 (11).
- Iyengar, S. and Massey, D. 2019. Scientific Communication in a Post-truth Society. PNAS, 116(16)
- Jacobson, Susan Kay. (1999). Communication skills for conservation professionals. Washington, D.C. Island Press.
- Kaner. Ch 9: Alternatives to open discussion in Facilitator's Guide to Participatory Decision-making.
- Leong, K.M., Decker, D., and Luaber, B. 2012. Chapter 3: Stakeholders as beneficiaries of wildlife management in Human Dimensions of Wildlife Management.
- National Audubon Society. 2011. Tools of Engagement: A Toolkit for Engaging People in Conservation
- Pettigrew, T. 2021. Advancing intergroup contact theory. Society for the Psychological Study of Social Issues, 77, 258-273
- Reed. M. 2008. Stakeholder participation for environmental management: A literature review. Biological Conservation, 141, 2417-2431
- Sharfstein, J.M. 2016. Banishing "Stakeholders". The Millbank Quarterly, 94(3) 476-479
- Sterling, E. et al. 2017. Assessing the evidence for stakeholder engagement in biodiversity conservation. Biological Conservation, 209, 159-171
- Talley, J.L., Schneider, J., and Lindquist, E. 2016. A simplified approach to stakeholder engagement in natural resource management: The five-feature framework. Ecology and Society, 21(4).
- The MSP Guide. 2016. Practical Action Publishing. ISBN 978-1-85339-965-7
- Turner, R. et al. Trust, confidence, and equity affect the legitimacy of natural resource governance. 2016. Ecology and Society. 21(3)

4. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Attendance: will be taken daily and recorded. You are allowed four "personal days" for the semester, after which each absence that does not meet university criteria for "excused" will result in a two-point deduction from your final grade.

Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation Rubric:

Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			
Present: Shows evidence of regular attendance. (Reminder: you may have up to 4 excused absences)			
	High Quality	**Average**	**Needs Improvement**
Total Points	10	7	4

5. Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	93.6 – 100%		C	73.6 – 76.5%
A-	89.6 – 93.5%		C-	69.6 – 73.5%
B+	86.6 – 89.5%		D+	66.6 – 69.5%
B	83.6 – 86.5%		D	63.6 – 66.5%
B-	79.6. – 83.5%		D-	59.6 – 63.5%
C+	76.6 – 79.5%		E	<59.5

IV. Required Policies

6. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

7. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in

a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

8. University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

9. Campus Resources

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints

Residential Course:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Online Course:

http://www.distance.ufl.edu/student-complaint-proces

10. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

Course|New for request 19511

Info

Request: WST 6XXX Girlhood Studies
Description of request: Permanent course number for Girlhood Studies_Grad
Submitter: Banafsheh Moradi moradib@ufl.edu
Created: 2/15/2024 5:29:22 PM
Form version: 5

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
WST

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
* *

Response:
6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

Response:
Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Girlhood Studies

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Girlhood Studies

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
Yes

Co-Listing Explanation
*Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. *
It is recommended that a Course Differentiation document be provided for review and approval purposes. Please

see the example below.

• *Differentiation of Co-Listed Courses - Example*

* *
* For more information please see the Co-Listed Graduate Undergraduate Courses Policy.*

    Response:
Expectations for the graduate and undergraduate course will differ. Specifically, compared to the undergraduate course, the graduate course will involve:
•   More course objectives (identity, analyze, demonstrate, design, develop vs identity, identity, analyze, demonstrate, develop key concepts and content)
•   Different and more advanced graded activities and assignments (graduate students have a research paper in addition to all other assignments)

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

    Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

    Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

    Response:
No

Repeatable Credit?
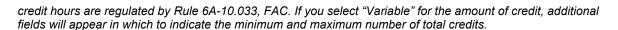*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

    Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that

credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic

Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Critically examines the construction of girlhood through social, political, economic, and cultural frameworks. Uses materials and methodologies from various disciplines to explore diverse experiences, challenges, and identities of girls from global and intersectional perspective. Presents complex intersections of gender, age, race, class, sexuality, and ability across diverse cultural and geographical contexts.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
none

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
Girlhood Studies is an important focus in gender, sexuality, and women's studies. This course will expand graduate offerings for women's studies graduate students, graduate and professional

students across UF who are pursuing the graduate certificate in Women's Studies or in Gender and Development, as well as graduate and professional students in related fields seeking elective or specialization courses in gender, culture, and international perspectives.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
• Identify gaps within the field of girlhood and girls' studies.
• Identify what girlhood and girls' studies offers as an intellectual and social justice project.
• Analyze scholarly articles, literature, artwork, and case studies to deepen their understanding of the complexities surrounding girlhood.
• Apply the terminology, concepts, theories, and methodologies used within the discipline.
• Design a girlhood and girl's studies research project using qualitative methods.
• Demonstrate critical thinking skills through writing assignments and class discussions.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Books
• The Secret Lives of Girls by Sharon Lamb
• Black Beach by Glynis Guevara
• I Am Malala by Malala Yousafzai
• Girlhood in the Borderlands by Lilia Soto
• Monkey Bridge by Lan Cao

Individual articles, chapters, and other assigned readings
• Kearney, Mary Celeste. "Coalescing: The Development of Girls' Studies." NWSA Journal 21, no. 1 (2009): 1–28. http://www.jstor.org/stable/20628153
• Vanner, Catherine. "Toward a Definition of Transnational Girlhood", Girlhood Studies 12, 2 (2019): 115-132. https://doi.org/10.3167/ghs.2019.120209
• Gonick, Marnina. "Sugar Spice and Something More Nice? Queer Girls and Transformations of Social Exclusion" In Girlhood: Redefining the Limits by eds. Yasmin Jiwani, Candis Steenbergen, and Claudia Mitchell, 122-137. Black Rose Books, 2006.
• Mitchell, Claudia. "Charting Girlhood Studies." In Girlhood and the Politics of Place, edited by Claudia Mitchell and Carrie Rentschler, 87–103. Berghahn Books, 2016. https://doi.org/10.2307/j.ctt14jxn16.10.
• Newbigging, Martha. "Looking for Queerness." In Sugar, Spice, and the Not So Nice: Comics Picturing Girlhood, edited by Dona Pursall and Eva Van de Wiele, 47–56. Leuven University Press, 2023. https://doi.org/10.2307/j.ctv32r02hv.6.
• "Beyond 'Us' Versus 'Them': Transnationalizing Girlhood Studies in Difficult Dialogues about Twenty-First-Century Girls eds Donna Marie Johnson and Alice E. Ginsberg, 145-175. State University of New York Press, 2015.
• Madrona, April. "Ethical Practice and the Study of Girlhood." GIrlhood Studies 9, no. 3 (Winter 2016): 3-19. Doi: 10.3167/ghs.2016.090302
• Allen, Amanda K., and Miranda A. Green-Barteet 'Girls Who Persist and Resist: Resistance in Girlhood Studies and Girls' Literature. Women's Studies 5, no. 2(2023): 611-626. Doi: 10.1080/00497878.2023.2238234
• Mallan, Kerry "On Secrets, Lies, and Fiction: Girls Learning the Art of Survival." In Girls, Texts, Cultures eds. Mavis Reimer and Clare Bradford. 36-52. Wilfrid Laurier University Press, 2015.
• Girlhood Report 2023
• Gillam Reighan. "Representing Black Girlhood in Brazil: Culture and Strategies of Empowerment."Communication, Culture and Critique 10, no. 4(2017): 609–625. https://doi.org/10.1111/cccr.12176

• Player, Grace D. "'People Get Mistaken'": Asian American Girls Using Multiple Literacies to Defy Dominant Imaginings of Asian American Girlhood." Reading Research Quarterly 57, no. 2(2021): 431-448. https://doi.org/10.1002/rrq.412
• Mitchell, Claudia. "Reframing African Girlhood", Girlhood Studies 16, no. 1(2023): v-vi. https://doi.org/10.3167/ghs.2023.160101
• Katshunga, Jen. "Contesting Black Girlhood(s) beyond Northern Borders: Exploring a Black African Girl Approach." In The Black Girlhood Studies Collection, ed. Aria S. Halliday, 45–79. Women's Press, 2019.
• Chakraborty, Kabita. Bollywood as a Role Model: Dating and Negotiating Romance." In Girls, Texts, Cultures eds. Mavis Reimer and Clare Bradford, 189-208. Wilfrid Laurier University Press, 2015.
• Weems, Lisa. "Refuting 'Refugee Chic': Transnational Girl(Hood)s and the Guerilla Pedagogy of M.I.A." Feminist Formations 26, no. 1 (2014): 115–42. http://www.jstor.org/stable/43860729.
• de Finney, Sandra and Johanne Saraceno. "Warrior Girl and the Searching Tribe: Indigenous Girls' Everyday Negotiations of Racialization under Neocolonialism." In Girls, Texts, Cultures eds. Mavis Reimer and Clare Bradford, 113-138. Wilfrid Laurier University Press, 2015.
• Spencer, Aisha T. "'Reshaping Girlhood, Reimagining Womanhood': The Female Child Protagonist and the Post-diasporic Condition in Jamaican Female-authored Children's Literature." Caribbean Review of Gender Studies, Issue 13: 121-146.
• Murrell, Ocqua Gerlyn. "'It's Highshool, Everybody Gone Judge Yuh': School as a Place Where Girlhood Experiences are Created." Gender and Education 35, no. 1(2022): 104-118. https://doi.org/10.1080/09540253.2022.2144624
• Tambe, Ashwini. Defining Girlhood in India: A Transnational History of Sexual Maturity Laws. 1 ed., Champaign: University of Illinois Press, 2019. Muse.jhu.edu/book/71787.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week	Topics
1	What is Girlhood Studies?
2	Mapping the Field
3	Methodology & Queerness
4	Methodology & Literature
5	North American Girlhood
6	North American Girlhood
7	Caribbean Girlhood
8	South Asian Girlhood
9	South Asian Girlhood
10	African Girlhood
11	Asian American Girlhood
12	Central American Girlhood
13	South American Girlhood
14	Global Girlhood
15	Final Project Presentations

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
a. Course Elements:
Participation = 15% of final grade

Participation is based on verbal engagement during class by answering questions, completing in class activities, and providing comments and/or questions regarding assigned readings for each class. 15% participation grade = 1% x 15 class periods.

We learn best when we all show up and prepare ourselves to engage. Participating in a 3-hour seminar discussion entails labor, and that labor should be respected and distributed with equity. Not completing the assigned reading and/or failing to participate places a greater burden on others to keep the conversation going. I understand that at times other commitments may keep you from being able to read everything that is assigned. When this occurs, I suggested skimming or reading selections from each of the assigned materials so that you can participate in seminar. Mid-way through the semester I will provide you with feedback on your participation in class.

Research Paper = 25% of final grade

You will conduct and write an original girls' studies research paper with an academic focus, or one that explores issues of praxis, activism, methods, or pedagogy. The paper should be between 10-12 double spaced pages (12pt font). You should utilize some course material in addition to relevant scholarship you find on your own. More instructions on Packback.

PLEASE review the research paper rubric in Packback in Canvas

Packbacks (13) = 15% of final grade

You are required to complete 13 Packback submissions. This is where you will post an inquiry about the week's readings. You are required to post your question by Thursdays at 11:59PM and respond to a classmate's question by Sundays at 11:59PM. All due dates are in Packback and Course Schedule.

Essays (2) = 20% of final grade

You are required to complete 2 essays that are approximately 1800 words or 4 pages, throughout the semester in the DeepDive section of Packback. Due dates are in the course schedule. Each essay will have its own requirements and guiding questions. Our course will adhere to the Chicago Manual of Style, 17th edition. Full Chicago Manual of Style is accessible via Modules in Canvas.

PLEASE review the essay rubric in Packback in Canvas

Final Project = 25% of final grade

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Total   100

b. Grading Scale
Letter Grade/Percentage Points
A   100-93
A- 92-90
B+ 89-87
B   86-83
B- 82-80
C+ 79-77
C   76-73
C- 72-70
D+ 69-67
D   66-63
D- 62-60
S   <59

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Dr. Ocqua Murrell

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the*

quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

WST 6XXX (xxxxx)
Girlhood Studies

Meeting Time: M 12:50PM-3:50PM
Location: Ustler Hall 108
Modality: In-Person

INSTRUCTOR INFORMATION

Instructor: Dr. Ocqua Gerlyn Murrell (she/they)
Email: og.murrell@ufl.edu
Phone: 352-273-0385
Office Hours: Wednesdays 1:00PM-3:00PM or by appointment in- person or
         Zoom ID: 815 939 2727
Office Location: Ustler Hall 205

COURSE DESCRIPTION

Critical examination of the construction of girlhood through social, political, economic, and cultural frameworks. Materials and methodologies from various disciplines explore diverse experiences, challenges, and identities of girls from global and intersectional perspective. Presents complex intersections of gender, age, race, class, sexuality, and ability across diverse cultural and geographical contexts.

COURSE OBJECTIVES

A student who successfully completes this course will be able to:

- Identify gaps within the field of girlhood and girls' studies.
- Identify what girlhood and girls' studies offers as an intellectual and social justice project.
- Analyze scholarly articles, literature, artwork, and case studies to deepen their understanding of the complexities surrounding girlhood.
- Apply the terminology, concepts, theories, and methodologies used within the discipline.
- Design a girlhood and girl's studies research project using qualitative methods.
- Demonstrate critical thinking skills through writing assignments and class discussions.

COURSE MATERIALS

All texts, materials, and videos for the course are available as pdfs, links in Canvas, or on Course Reserves.

- *The Secret Lives of Girls* by Sharon Lamb
- *Black Beach* by Glynis Guevara
- *I Am Malala* by Malala Yousafzai
- *Girlhood in the Borderlands* by Lilia Soto
- *Monkey Bridge* by Lan Cao
- Materials and Supplies Fees: $49 Packback subscription

ASSESSMENT AND GRADES

Graded Course Activities

Participation = 15% of final grade

Participation is based on verbal engagement during class by answering questions, completing in class activities, and providing comments and/or questions regarding assigned readings for each class. 15% participation grade = 1% x 15 class periods.

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You will conduct and write an original girls' studies research paper with an academic focus, or one that explores issues of praxis, activism, methods, or pedagogy. The paper should be between 10-12 double spaced pages (12pt font). You should utilize some course material in addition to relevant scholarship you find on your own. More instructions on Packback.

PLEASE review the *research paper rubric* in Packback in Canvas

Packbacks (13) = 15% of final grade

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Grading Scale and Policies

Total Points	Letter Grade
100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
<59	S

A minimum grade of C is required for general education credit. More information on UF grading policy can be found here.

COURSE CALENDAR

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

Section	Topics	Assignment or Activity Due

1	What is Girlhood Studies?	All assignment due dates can be found in Canvas
2	Mapping the Field	
3	Methodology & Queerness	
4	Methodology & Literature	
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14	Global Girlhood	
15	Final Project Presentations	

UNIVERSITY POLICIES

Attendance
Attendance is required. 2 unexcused absences are allowed without penalty. Each unexcused absence above 2 will each be 10 points off of participation grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university policies.

Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should contact the Disability Resource Center by visiting here. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations
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received from GatorEvals, in their Canvas course menu under GatorEvals, or via here. Summaries of course evaluation results are available to students here.

UF'S Honesty Policy
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*" It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions and can be found here.

In-Class Recording:
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without the permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

WST 4XXX (xxxxxx)
Girlhood Studies

Meeting Time: M 12:50PM-3:50PM
Location: Ustler Hall 108
Modality: In-Person

INSTRUCTOR INFORMATION

Instructor: Dr. Ocqua Gerlyn Murrell (she/they)
Email: og.murrell@ufl.edu
Phone: 352-273-0385
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<59	S

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CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Course|New for request 19490

Info

Request: WST 6XXX History of Women's Medicine
Description of request: Permanent course number for History of Women's Medicine_Grad
Submitter: Banafsheh Moradi moradib@ufl.edu
Created: 2/6/2024 2:33:40 PM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

  Response:
  WST

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
Note: 5000 level courses must be submitted through the undergraduate new course process

  Response:
  6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

  Response:
  XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

  Response:
  Advanced

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
History of Women's Medicine

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
History of Women's Medicine

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
Yes

Co-Listing Explanation
Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. For more information please see the Co-Listed Graduate Undergraduate Courses Policy.

Response:

Expectations for the graduate and undergraduate course will differ. Specifically, compared to the undergraduate course, the graduate course will involve:
• More advanced course objectives (critique, analysis, and comparison vs identification, description, and comparison of key concepts and content)
• More required readings (4 books vs 2 books)
• More graded activities and assignments (graduate students complete the following 7 graded activities: participation, reading reflection, discussion lead, abstract assignment, citation assignment, final project proposal, final project; undergraduate students complete 6 graded activities comprising participation, reading reflection, final project proposal, final project, and a choice of 2 of the following activities: discussion lead, abstract assignment, and citation assignment)

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Explores Western mainstream medicine (including psychology) and doctoring within the context of women's health during the nineteenth and twentieth centuries. Interdisciplinary approach appropriate for graduate students in various disciplines; course materials include primary and secondary texts from medicine, psychology, history, and gender studies.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> none

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

> Response:
> N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

> Response:
> Understanding how medicine, psychiatry, and psychology have defined health and disease in ways that are intertwined with conceptualizations of gender and race is an important focus in gender, sexuality, and women's studies. This course will expand graduate offerings for women's studies graduate students, graduate and professional students across UF who are pursuing the graduate certificate in Women's Studies, as well as graduate and professional students in related fields seeking elective or specialization courses in gender, health, science, and medicine.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

> Response:

- Critique etiological arguments about women's health problems across medical thinkers (e.g., Freud, Charcot, Sims) of the nineteenth and twentieth centuries
- Analyze the relationships between nineteenth century norms of medical practice and the dominant economic and political structures of the U.S. with special attention to the role of race, gender, sexuality, class, and (dis)ability
- Compare nineteenth and twentieth century gynecology and psychiatry as both competing and interacting medical specialties

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Books
- Cooper Owens, D. (2017). Medical Bondage: Race, Gender, and the Origins of American Gynecology. University of Georgia Press.
- Clare, E. (2017). Brilliant Imperfection: Grappling with Cure. Duke University Press.
- Gill-Peterson, J. (2018). Histories of the Transgender Child. University of Minnesota Press.
- Lorde, A. (2020). The Cancer Journals. Penguin Classics.

Individual articles, chapters, and other assigned readings

- Scott, J. W. (1986). Gender: A Useful Category of Historical Analysis. The American Historical Review, 91(5), 1053–1075.
- Welter, B. (1966). The Cult of True Womanhood: 1820-1860. American Quarterly, 18(2), 151–174. https://doi.org/10.2307/2711179
- Russett, C. E. (1989). "Introduction" in Sexual Science: The Victorian Construction of Womanhood (pp. 1-15). Harvard University Press.
- Russett, C. E. (1989). "The Physiological Division of Labor" in Sexual Science: The Victorian Construction of Womanhood (pp. 130-154). Harvard University Press.
- Freud, S. & Breuer, J. (1936). "Case 2: Frau Emmy Von N., Age 40, from Livonia" (pp. 32-76) in Studies on Hysteria (pp. 32-76). Nervous and Mental Disease Publishing Company. https://wellcomecollection.org/works/cfstr64q/items
- de Marneffe, D. (1991). Looking and Listening: The Construction of Clinical Knowledge in Charcot and Freud. Signs, 17(1), 71–111. http://www.jstor.org/stable/3174446
- Bassuk, E. L. (1985). The Rest Cure: Repetition or Resolution of Victorian Women's Conflicts? Poetics Today, 6(1/2), 245–257. https://www.jstor.org/stable/1772134%0AJSTOR

- Perkins Stetson, C. (1999). The Yellow Wallpaper. Project Guttenberg. https://www.gutenberg.org/cache/epub/1952/pg1952-images.html
- Cryle, P. (2010). Vaginismus: A Franco-American Story. The Journal of the History of Medicine and Allied Sciences, 67(1), 71–93.
- Sims, J. (1862). On Vaginismus. In Transactions of the Obstetrical Society of London (pp. 356–367).
- Elena R. Gutiérrez, E. R., & Fuentes, L. (2009). Population Control by Sterilization: The Cases of Puerto Rican and Mexican-Origin Women in the United States. Latino(a) Research Review, 7(3), 85–100.
- Sanger, M. (1919). Birth Control and Racial Betterment. https://www.nyu.edu/projects/sanger/webedition/app/documents/show.php?sangerDoc=143449.xml

- Pegoraro, L. (2015). Second-rate victims: the forced sterilization of Indigenous peoples in the USA and Canada. Settler Colonial Studies, 5(2), 161–173. https://doi.org/10.1080/2201473X.2014.955947
- Bonaparte, A. D. (2015). "The satisfactory midwife bag": Midwifery regulation in South Carolina, past and present considerations. Social Science History, 38(1–2), 155–182. https://doi.org/10.1017/ssh.2015.14
- Barker, K. K. (1998). A Ship Upon a Stormy Sea: The Medicalization of Pregnancy. Social Science & Medicine, 47(8), 1067–1076.
- Cleghorn, E. (2021). "Part Three: 1945—Present" in Unwell Women: Misdiagnosis and Myth in a Man-Made World (pp. 244-315). Dutton

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1   Historical Analysis in Gender, Sexuality, and Women's Studies
Week 2   Nineteenth Century Womanhood
Week 3   Constructing the Patient: Nineteenth Century Sexual Science
Week 4   Clinical Case History: Freud and Frau Emmy Von N.
Week 5   Clinical Knowledge Production: Charcot and Freud
Week 6   Neurasthenia: Treating the Illness of Civilization
Week 7   Psychosomatic Illness, Frigidity, and Vaginismus
Week 8   Nineteenth Century American Gynecology
Week 9   Reproductive Control in the Twentieth Century
Week 10   Eugenics and the Politics of Medical "Cures"
Week 11   Medical Authority Pt. 1: Reproductive Medicine
Week 12   Medical Authority Pt. 2: Misdiagnosis
Week 13   Technological Developments in Women's Medicine
Week 14   Thanksgiving Break - No Class
Week 15 Illness Narrative
Finals Week   Final Projects due

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
a. Course Elements:

Participation = 100 points
Consistent attendance and participation in class discussion evaluated weekly by the instructor. Participation may include: verbal contributions to class discussion, active listening, using online discussion board to extend discussion outside the classroom.
Graduate students will receive 5 points per week for attendance, with one allowed absence (in addition to other approved absences as per the UF attendance policy), for 75 points allotted to attendance. The remaining 25 points will be awarded at the end of the semester based on the following participation rubric:
Participation Rubric (Graduate)
Accomplished (25 points)
Student participates actively and consistently in discussion of the course material through in-person discussion and/or replies to the reading reflection discussion board. Student responses are thoughtful, respectful, and pushes class engagement with the material to new areas of inquiry.

Developing (20 points)
Student participates in discussion of the course material online and/or in person but may not do so consistently. When they do participate, their responses are thoughtful, respectful, and pushes class engagement with the material to new areas of inquiry.
Beginning (15 points)
Student participates rarely in discussion of the course material either in person or online. Their engagement – either in person or online -- may also indicate lack of familiarity with the weekly assigned course materials.

Discussion Lead = 100 points
In-class activity in which student prepares questions based on the weekly reading and leads

discussion for a portion of the class meeting.

Reading Reflections = 200 points
Reflections: Extended (2-3 page single-spaced) commentaries on the required weekly reading.

Abstract Assignment = 150 points
Students draft an abstract for an academic conference in their field.

Citation Assignment = 150 points
Essay assignment in which students follow a footnote from a chosen course reading and comment on the rhetorical connections between each text.

Final Project Proposal = 100 points
An outline or draft of the individual final project (see below).

Final Project = 200 points
An open-ended (e.g., multiple submission formats, including a research paper, syllabus, grant application, etc.) individual final project in which students choose a history of medicine topic to critically investigate.

b. Grading Scale
Letter Grade/Percent of Total Points
A   100-93
A- 92-90
B+ 89-87
B   86-83
B- 82-80
C+ 79-77
C   76-73
C- 72-70
D+ 69-67
D   66-63
D- 62-60
S   <59

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Dr. Olivia Adams

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

WST6935
History of Women's Medicine

[Class Meeting Date & Time]

INSTRUCTOR INFORMATION

Instructor: Dr. Olivia Adams
Office hours: TBD

<u>Please Note</u>: Office location (and zoom link if applicable), instructor email, and phone contact are provided on the course Canvas page.

COURSE GOALS AND OBJECTIVES

Course Description

Explores Western mainstream medicine (including psychology) and doctoring within the context of women's health during the nineteenth and twentieth centuries. Interdisciplinary approach appropriate for graduate students in various disciplines; course materials include primary and secondary texts from medicine, psychology, history, and gender studies.

Co-listed Course Note

This course is co-listed with WST4930, an undergraduate version of this course. The courses may meet concurrently depending on enrollment.

Prerequisites

None

Course Objectives

A student who successfully completes this course will be able to:

- ❖ Critique etiological arguments about women's health problems across medical thinkers (e.g., Freud, Charcot, Sims) of the nineteenth and twentieth centuries

❖ Analyze the relationships between nineteenth century norms of medical practice and the dominant economic and political structures of the U.S. with special attention to the role of race, gender, sexuality, class, and (dis)ability
❖ Compare nineteenth and twentieth century gynecology and psychiatry as both competing and interacting medical specialties

COURSE MATERIALS

- Required texts:
  - Cooper Owens, D. (2017). Medical Bondage: Race, Gender, and the Origins of American Gynecology. University of Georgia Press.
  - Clare, E. (2017). Brilliant Imperfection: Grappling with Cure. Duke University Press.
  - Gill-Peterson, J. (2018). Histories of the Transgender Child. University of Minnesota Press.
  - Lorde, A. (2020). The Cancer Journals. Penguin Classics.
- All other assigned material available through Canvas
- Materials and Supplies Fees: n/a

ASSESSMENT AND GRADES

Graded Course Activities*

*Additional assignment details are provided on the course Canvas page.

Participation = 100 points

Consistent attendance and participation in class discussion evaluated weekly by the instructor. Participation may include: verbal contributions to class discussion, active listening, using online discussion board to extend discussion outside the classroom.

Graduate students will receive 5 points per week for attendance, with one allowed absence (in addition to other approved absences as per the UF attendance policy), for 75 points allotted to attendance. The remaining 25 points will be awarded at the end of the semester based on the following participation rubric:

Participation Rubric (Graduate)		
Accomplished (25 points)	Developing (20 points)	Beginning (15 points)
Student participates actively and consistently in discussion of the	Student participates in discussion of the course material online and/or	Student participates rarely in discussion of the course material

course material through in-person discussion and/or replies to the reading reflection discussion board. Student responses are thoughtful, respectful, and pushes class engagement with the material to new areas of inquiry.	in person but may not do so consistently. When they do participate, their responses are thoughtful, respectful, and pushes class engagement with the material to new areas of inquiry.	either in person or online. Their engagement – either in person or online -- may also indicate lack of familiarity with the weekly assigned course materials.

Discussion Lead = 100 points

In-class activity in which student prepares questions based on the weekly reading and leads discussion for a portion of the class meeting.

Reading Reflections = 200 points

Reflections: Extended (2-3 page single-spaced) commentaries on the required weekly reading.

Abstract Assignment = 150 points

Students draft an abstract for an academic conference in their field.

Citation Assignment = 150 points

Essay assignment in which students follow a footnote from a chosen course reading and comment on the rhetorical connections between each text.

Final Project Proposal = 100 points

An outline or draft of the individual final project (see below).

Final Project = 200 points

An open-ended (e.g., multiple submission formats, including a research paper, syllabus, grant application, etc.) individual final project in which students choose a history of medicine topic to critically investigate.

Grading Scale and Policies

Please see the grading scale for this course listed below. At the end of the semester, final grades will be determined by this chart. View this link (see: "Grades" dropdown) for

more information on UF graduate grade policies:
https://gradcatalog.ufl.edu/graduate/regulations/

Letter Grade	Points
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
S	<59

COURSE CALENDAR*

*calendar dates correspond with Fall 2023 semester

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes. Additional information, including course readings, can be found on the course Canvas site.

DATE	TOPIC	Assignment or Activity Due
Aug. 23	Historical Analysis in Gender, Sexuality, and Women's Studies	Complete assigned reading before class **Complete discussion lead sign-up sheet by Aug. 29**
Aug. 30	Nineteenth Century Womanhood	Reading Response due by 11:59pm on Tuesday
Sep. 6	Constructing the Patient: Nineteenth Century Sexual Science	Reading Response due by 11:59pm on Tuesday
Sep. 13	Clinical Case History: Freud and Frau Emmy Von N.	Reading Response due by 11:59pm on Tuesday
Sep. 20	Clinical Knowledge Production: Charcot and Freud	Reading Response due by 11:59pm on Tuesday

DATE	TOPIC	Assignment or Activity Due
Sep. 27	Neurasthenia: Treating the Illness of Civilization	Reading Response due by 11:59pm on Tuesday
Oct. 4	Psychosomatic Illness, Frigidity, and Vaginismus	Reading Response due by 11:59pm on Tuesday **Abstract assignment due by 11:59pm on Oct. 8**
Oct. 11	Nineteenth Century American Gynecology	Reading Response due by 11:59pm on Tuesday
Oct. 18	Reproductive Control in the Twentieth Century	Reading Response due by 11:59pm on Tuesday
Oct. 25	Eugenics and the Politics of Medical "Cures"	Reading Response due by 11:59pm on Tuesday **Citation assignment due by 11:59pm on Oct. 29**
Nov. 1	Medical Authority Pt. 1: Reproductive Medicine	Reading Response due by 11:59pm on Tuesday
Nov. 8	Medical Authority Pt. 2: Misdiagnosis	Reading Response due by 11:59pm on Tuesday
Nov. 15	Technological Developments in Women's Medicine	Reading Response due by 11:59pm on Tuesday **Final project proposal due by 11:59pm on Nov. 19**
Nov. 22	THANKSGIVING BREAK - NO CLASS	
Nov. 29	Flex week	Listen to podcast episode before class Work on final project
Dec. 6	Illness Narrative	Reading Response due by 11:59pm on Tuesday
Finals Week	N/A	**Final project due by 11:59pm on Dec. 13**

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Because this is a small, discussion-based seminar, attendance is required. One absence is allowed, and students do not need to provide any official documentation (doctor's note, etc.) to verify their absence from class. After the first absence, 7 points will be subtracted from the student's participation grade per absence (for example, 3 absences = 21 missed points). Absences due to religious holidays or other university-approved absence

do not apply to the one excused absence rule.

Late assignments
Assignments will be considered late if they are submitted after the assignment due date. 1/3 of a letter grade will be deducted each day of lateness, and any assignments that are more than 5 days late will receive a 0. Exceptions will be made that align with the broader UF grading and absence policies. These exceptions may include make-up work where applicable.

Please Note: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Follow this link for more information: https://gradcatalog.ufl.edu/graduate/regulations/

Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

ADDITIONAL INFORMATION

UF Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

https://sccr.dso.ufl.edu/process/student-conduct-code/. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recordings:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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WST4930
History of Women's Medicine

[Class Meeting Date & Time]

INSTRUCTOR INFORMATION

Instructor: Dr. Olivia Adams
Office hours: TBD

<u>Please Note</u>: Office location (and zoom link if applicable), instructor email, and phone contact are provided on the course Canvas page.

COURSE GOALS AND OBJECTIVES

Course Description

Explores Western mainstream medicine (including psychology) and doctoring within the context of women's health during the nineteenth and twentieth centuries. Interdisciplinary approach appropriate for motivated undergraduate students in various disciplines; course materials include primary and secondary texts from medicine, psychology, history, and gender studies.

Co-listed Course Note

This course is co-listed with WST6935, a graduate version of this course. The courses may meet concurrently depending on enrollment.

Prerequisites

At least one 2000-level or higher course with a WST prefix.

Course Objectives

A student who successfully completes this course will be able to:

* ❖ Identify etiological arguments about women's health problems across medical thinkers (e.g., Freud, Charcot, Sims) of the nineteenth and twentieth centuries

❖ Describe the relationships between nineteenth century norms of medical practice and the dominant economic and political structures of the U.S. with special attention to the role of race, gender, sexuality, class, and (dis)ability
❖ Compare nineteenth and twentieth century gynecology and psychiatry as both competing and interacting medical specialties

COURSE MATERIALS

- Required texts:
  - Clare, E. (2017). Brilliant Imperfection: Grappling with Cure. Duke University Press.
  - Lorde, A. (2020). The Cancer Journals. Penguin Classics.
- All other assigned material available through Canvas
- Materials and Supplies Fees: n/a

ASSESSMENT AND GRADES

Graded Course Activities[1,2]

[1]Additional assignment details are provided on the course Canvas page.
[2] WST4930 student choose two of the three "pick 2 option" assignments to satisfy the requirements for this course.

Participation = 200 points

Participation: Consistent attendance and participation in class discussion evaluated weekly by the instructor. Participation may include: verbal contributions to class discussion, active listening, using online discussion board to extend discussion outside the classroom.

Undergraduate students will receive 10 points per week for attendance, with one allowed absence (in addition to other approved absences as per the UF attendance policy), for 150 points allotted to attendance. The remaining 50 points will be awarded at the end of the semester based on the following participation rubric:

Participation Rubric (Undergraduate)		
Accomplished (50 points)	Developing (40 points)	Beginning (30 points)
Student participates actively and consistently in discussion of the course material through	Student participates in discussion of the course material online and/or in person but may not	Student participates rarely in discussion of the course material either in person or

in-person discussion and/or replies to the reading reflection discussion board. Student responses are thoughtful, respectful, and pushes class engagement with the material to new areas of inquiry.	do so consistently. When they do participate, their responses are thoughtful, respectful, and pushes class engagement with the material to new areas of inquiry.	online. Their engagement – either in person or online -- may also indicate lack of familiarity with the weekly assigned course materials.

Reading Reflections = 200 points
Reflections: Extended (1-2 page single-spaced) commentaries on the required weekly reading.

Pick 2 Option: Discussion Lead = 150 points
In-class activity in which student prepares questions based on the weekly reading and leads discussion for a portion of the class meeting.

Pick 2 Option: Abstract Assignment = 150 points
Students draft an abstract for an academic conference in their field.

Pick 2 Option: Citation Assignment = 150 points
3-4 page essay assignment in which students follow a footnote from a chosen course reading and comment on the rhetorical connections between each text.

Final Project Proposal = 100 points
An outline or draft of the individual final project (see below).

Final Project = 200 points
An open-ended (e.g., multiple submission formats, including a research paper, syllabus, grant application, etc.) individual final project in which students choose a history of medicine topic to critically investigate.

Grading Scale and Policies

Please see the grading scale for this course listed below. At the end of the semester, final grades will be determined by this chart. View this link (see: "Grades" dropdown) for

more information on UF grading policy
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Letter Grade	Points
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
S	<59

COURSE CALENDAR*

*calendar dates correspond with Fall 2023 semester

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes. Additional information, including course readings, can be found on the course Canvas site.

DATE	TOPIC	Assignment or Activity Due
Aug. 23	Historical Analysis in Gender, Sexuality, and Women's Studies	Complete assigned reading before class **Complete discussion lead sign-up sheet by Aug. 29**
Aug. 30	Nineteenth Century Womanhood	Reading Response due by 11:59pm on Tuesday
Sep. 6	Constructing the Patient: Nineteenth Century Sexual Science	Reading Response due by 11:59pm on Tuesday
Sep. 13	Clinical Case History: Freud and Frau Emmy Von N.	Reading Response due by 11:59pm on Tuesday
Sep. 20	Clinical Knowledge Production: Charcot and Freud	Reading Response due by 11:59pm on Tuesday

DATE	TOPIC	Assignment or Activity Due
Sep. 27	Neurasthenia: Treating the Illness of Civilization	Reading Response due by 11:59pm on Tuesday
Oct. 4	Psychosomatic Illness, Frigidity, and Vaginismus	Reading Response due by 11:59pm on Tuesday **Abstract assignment due by 11:59pm on Oct. 8**
Oct. 11	Nineteenth Century American Gynecology	Reading Response due by 11:59pm on Tuesday
Oct. 18	Reproductive Control in the Twentieth Century	Reading Response due by 11:59pm on Tuesday
Oct. 25	Eugenics and the Politics of Medical "Cures"	Reading Response due by 11:59pm on Tuesday **Citation assignment due by 11:59pm on Oct. 29**
Nov. 1	Medical Authority Pt. 1: Reproductive Medicine	Reading Response due by 11:59pm on Tuesday
Nov. 8	Medical Authority Pt. 2: Misdiagnosis	Reading Response due by 11:59pm on Tuesday
Nov. 15	Technological Developments in Women's Medicine	Reading Response due by 11:59pm on Tuesday **Final project proposal due by 11:59pm on Nov. 19**
Nov. 22	THANKSGIVING BREAK - NO CLASS	
Nov. 29	Flex week	Listen to podcast episode before class Work on final project
Dec. 6	Illness Narrative	Reading Response due by 11:59pm on Tuesday
Finals Week	N/A	**Final project due by 11:59pm on Dec. 13**

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups
Because this is a small, discussion-based seminar, attendance is required. One absence is allowed, and students do not need to provide any official documentation (doctor's note, etc.) to verify their absence from class. After the first absence, 10 points will be subtracted from the student's final grade per absence (for example, 3 absences = 20 missed points). Absences due to religious holidays or other university-approved absence

do not apply to the one excused absence rule.

Late assignments

Assignments will be considered late if they are submitted after the assignment due date. 1/3 of a letter grade will be deducted each day of lateness, and any assignments that are more than 5 days late will receive a 0. Exceptions will be made that align with the broader UF grading and absence policies. These exceptions may include make-up work where applicable.

<u>Please Note</u>: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Follow this link for more information: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

ADDITIONAL INFORMATION

UF Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

https://sccr.dso.ufl.edu/process/student-conduct-code/. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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